DOCUMENT RESUME

ED 267 024 SP 027 196

AUTHOR Jensen, Gordon O.; And Others
TITLE A Guide to Curriculum Planning in Physical Education.
INSTITUTION Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE 85
NOTE 142p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Curriculum Development; Elementary Secondary Education; Interdisciplinary Approach; Lesson Plans; *Physical Education; State Curriculum Guides; *State Standards
IDENTIFIERS *Wisconsin

ABSTRACT

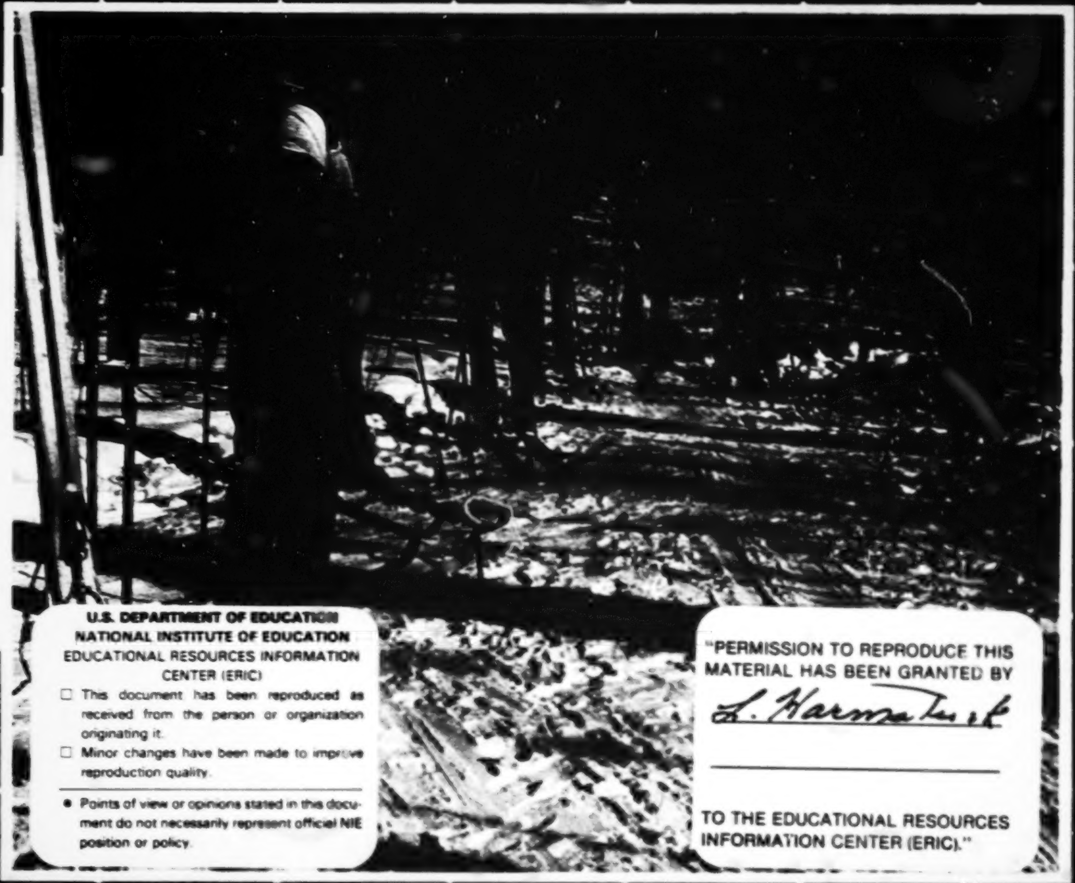
This guide is to be used by Wisconsin physical education curriculum planners as a model for curriculum building, an instrument for evaluating existing curricula, and as an example of what is current and defensible in the physical education field. The content of the guide deals specifically with a philosophy of physical education which is consistent with current research, knowledge, and practice in the field. Goals and program objectives are given for elementary, middle, junior high, and senior high school levels. Sample K-12 student objectives, activities, and evaluation methods are outlined. Suggestions for student, teacher, and program evaluation, administration, management, and instruction are included. Ways in which to integrate physical education with other subjects are described. Appended are sample forms, checklists, lesson plans, and information on tests and other items for physical education programs in Wisconsin. (CB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED267024

Physical Education

SO 027196



U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Wisconsin Department of Public Instruction
Herbert J. Grover, State Superintendent

A Guide to Curriculum Planning
In
Physical Education

Gordon O. Jensen

Supervisor, Physical Education

John Benson
Administrator
Division for Instructional Services

Arnold Chandler
Director
Bureau for Program Development

Eunice Bethke
Chief
Curriculum Development Section

Wisconsin Department of Public Instruction
Herbert J. Grover, State Superintendent
125 South Webster Street, Post Office Box 7841
Madison, WI 53707-7841

1985

Bulletin No. 6230

Copyright © by Wisconsin Department of Public Instruction

The Department of Public Instruction does not discriminate
on the basis of race, sex, age, religion, handicap, or national origin.

Contents of the Guide

Page
Foreword v
Preface vii
Acknowledgments ix
Philosophy xi

1 Overview

Goals and Program Objectives 2
Developing Scope and Sequence 5

2 Programming

Elementary (Preprimary through Grade 6) 12
Middle School/Junior High School 23
Senior High School 28

3 Sample K-12 Student Objectives, Activities, and Methods of Evaluation

Focus 34
Physical Fitness 34
Psychomotor Skills 37
Knowledge and Understanding 40
Attitudes and Behaviors 42

4 Evaluation

Focus 48
Student Evaluation 48
Program Evaluation 51
Teacher Evaluation 51

5 Administration

Legal Requirements 54
Equity 60
Legal Liability 62
Safety Procedures 63

6 Management

Credit for Classes 68
Scheduling 68
Class Size 69
Facilities, Equipment, and Supplies 69

7 Instruction

Professional Development 74
Teaching Styles 74
Discipline 77

Page

8 Integrating Physical Education with Other Subjects

Focus 80
Mathematics 81
Language Arts 82
Science 83
Health Education 84
Environmental Education 84
Career Education 85

9 Appendixes

A. Physical Education Self-Evaluation Checklist 90
B. Sample Lesson Plans 106
C. Student Accident Report 111
D. Use of Computers 114
E. Elementary Physical Education Equipment 118
F. Sample Physical Examination Form 119
G. Sample Physical Education Program Modification Form 120
H. Minimum Allotted Instructional Time 121
I. Basic Tests for Assessing Students with Special Needs 122
J. Intramurals 124

Glossary 125
Suggested References 128
Suggested Resources 133

Foreword

We live in a world which benefits increasingly from improved technology, making the accomplishment of both vocational and personal tasks easier and more efficient. Unfortunately, the benefits of modern technology tend to eliminate the kinds of physical activity which helped create strong, vigorous citizens earlier in our history. Today, the miracles of modern medicine exist side by side with rampant heart disease, obesity, and epidemic back problems.

Medical research indicates that many health problems could be prevented by a significant increase in appropriate vigorous activities for people of all ages. The Wisconsin Department of Public Instruction endorses that concept and recommends K-12 physical education programs, which enhance growth and development, teach students the effects of exercise on their bodies, and provide physical skills for present and lifelong activity.

A Guide to Curriculum Planning in Physical Education reflects the commitment of the Department of Public Instruction to physical education as a major contributor to healthful life-styles. Philosophy, goals, objectives, activities, and evaluation procedures which are consistent with the current thinking of state and national physical education leaders are suggested. The guide is advisory in nature, rather than mandatory, so that local needs, resources, and personnel may be considered.

It should be emphasized that healthful, active life-styles are taught and learned just as any other attitude or skill. Physical education programs must start at the earliest possible level and progress sequentially through high school, teaching concepts and activities that are developmentally appropriate. This guide suggests means of developing such programs.

We hope *A Guide to Curriculum Planning in Physical Education* will help schools produce healthy, active citizens who have and appreciate "a sound mind in a sound body."

Herbert J. Grover
State Superintendent

Preface

Since 1923 physical education has been a mandated course in the curriculum of Wisconsin public schools. The requirement was imposed by the state legislature as a result of high military draft rejection rates in World War I, and it has remained virtually unchanged ever since. As a mandated course, physical education has had a fairly stormy history, its popularity rising in wartime and prosperity, but declining in peacetime and recession.

In recent years, a rather unusual situation has existed. Unprecedented support for physical education has come from a number of nonschool sources. Medical authorities recommend vigorous exercise as an important means of preventing coronary problems. Nutritionists prescribe a combination of diet and exercise for weight control. Mental health experts encourage physical activity as a means for releasing tension. Recreation leaders use sports and games to fill leisure hours. Coincidental with these practices, and partially because of them, the nation is witnessing an incredible growth in the popularity of running, skiing, racquet sports, swimming, softball and a host of other activities for people of all ages.

At the same time, however, declining school enrollments and tight budgets have resulted in the loss of physical education teachers and programs in many Wisconsin school districts. The attention given to physical education has also diminished as study of the "new basics" assumed top priority. Admittedly, the public image of physical education has not kept pace with either the growth of adult fitness activity or the gradual improvement of school physical education programs. Parents and the general public are relatively unaware of the many positive changes which have occurred. Better communication is necessary among physical educators and those who support education and make curricular decisions. Without improved communication, the feeling that physical education is a kind of play period for students to run off steam and learn traditional team sports will continue to exist.

The Wisconsin Department of Public Instruction views physical education as an essential part of the K-12 curriculum. The department has consistently maintained that physical education makes valuable contributions to students at all grade levels, primarily in the psychomotor domain, but also in the cognitive and affective areas. It is becoming more apparent with each passing year that school programs must help students develop a vigorous, healthful life-style which includes appropriate activities, knowledge, and attitudes for all stages of life.

The purpose of this guide is to provide Wisconsin schools with a versatile publication which can be used as a model for curriculum building, as an instrument for evaluating existing curricula, and as an example of what is current and defensible in the physical education field. It is intended to strengthen rather than curtail the traditional Wisconsin heritage of local decision making in education. The establishment of a state physical education curriculum is neither anticipated nor desired.

The content of this guide deals specifically with

- philosophy of physical education which is consistent with current research, knowledge, and practice in the field;
- goals and program objectives which can be used as the basis for curriculum development and activity selection;

- a K-12 scope and sequence to provide guidelines for physical education programming which include content appropriate to the developmental stages of students, progressive in nature, and consistent with the best current research on how students learn;
- sample K-12 student objectives including suggested means of evaluation;
- evaluation to focus on the success or failure of students, teachers, and programs in reaching objectives. This section deals with the broad concepts of evaluation as well as specific measurement instruments;
- administration, management, and instruction regarding common problems in the day-to-day operation of physical education programs;
- appendixes to provide examples of programs, management and administrative items, resources, and bibliographical materials.

Users of the guide can be assured that the goals and objectives described are attainable. The recommendations are practical and based on the experiences of successful physical education teachers across the country.

In order to implement the guide, however, school districts must be willing to provide the necessary resources, including qualified teachers, adequate time allotments, supplies and facilities, as well as reasonable class sizes.

Certificated teachers are required by law, but other resources are provided according to the local school district's ability and willingness to pay. To the extent that adequate budgets are established, students can receive the benefits of good physical education as described in the guide.

More specific discussions of the resources essential to effective physical education programs are found in the Management, Administration, and Instruction sections of the guide.

The goal of this publication will be reached if it provides a practical, useful set of guidelines for local district personnel who are working to improve the physical education opportunities of Wisconsin students.

Acknowledgments

A Guide to Curriculum Development in Physical Education could not have been produced without the cooperation of dedicated educators and the employing agencies which generously granted them time to work on the publication.

The Physical Education Curriculum Development Task Force members gave freely of their time, knowledge, and experience to provide a usable document for local curriculum builders. Members of the task force included:

Ronald Bieri
Supervisor of Physical Education, Health, and Safety
West Allis-West Milwaukee Public Schools

Glenn Gerdes
Professor of Physical Education and Athletics
University of Wisconsin-Superior

Mel Northway
Coordinator of Physical Education and Director of Athletics
Neenah Joint School District

Judy Pace
Professor of Physical Education
University of Wisconsin-LaCrosse

Grace Piskula
Director of Health and Physical Education (retired)
Racine Unified Schools

Nancy Spalding
Special Education/Physical Education Instructor
Oshkosh Area School District

Lorraine Steuck
Elementary Physical Education Instructor
Appleton Area School District

Howard Voss
Supervisor of Student Services
School District of LaCrosse

Shelley Joan Weiss
Physical Education Instructor
DeForest Area School District

Gordon Jensen, Chair
Supervisor, Physical Education
Department of Public Instruction

In addition, permission was granted by the Connecticut State Department of Education and the Oklahoma State Department of Education to reproduce portions of their excellent physical education guides. Their willingness to share saved days of time and effort which would have been necessary to reinvent the wheel.

Pictures for the guide were generously contributed by Craig Rider, media specialist for the Neenah Joint School District; Carol Le Breck of the University of Wisconsin-River Falls; Patricia Abraham, physical education teacher in the Holmen School District, and the students of art education specialist Marilyn Wirth at the Highland Elementary School in Appleton.

Very special thanks are due editors, Mary Segall and Deborah Couch; graphic artist, Vickie Rettenmund; photographer, Neldine Nichols; Management Information Technician, Amy French; and all those who contributed to the planning, writing, organizing, and review of the guide.

Philosophy

Physical education philosophy is based on the unity of mind and body. Aristotle spoke directly to this concept in 350 B.C., when he said, "The results of good physical education are not limited to the body alone but they extend even to the soul itself."

Although education has frequently focused on developing the mind separately and sometimes exclusive of the body, modern research indicates the fallacy of this practice. Studies in education and many other areas show achievers to be bigger, stronger, more vigorous, better adjusted, and generally healthier than non-achievers.

Physical education, as recommended by this publication, relies on the following basic beliefs.

- Physical education should help boys and girls to build physical fitness, learn a broad variety of neuro-muscular skills, acquire a body of knowledge about physical activity and its components, and develop desirable attitudes and behaviors.
- Physical education is unusual in that it reaches educational objectives primarily through physical activity.
- The various body systems grow, develop and function best when they are exercised regularly and appropriately. This is true at all stages of life for all people, including the handicapped.
- The content of physical education should be selected specifically to satisfy selected goals, objectives, and outcomes. The sequence of instruction should be planned according to the developmental level of students.
- Both learning theory and physiology of exercise confirm the necessity to schedule regular, frequent physical education classes.
- Physical education should, whenever possible, be coordinated with other fields and courses which have similar interests. Examples include, but are not limited to, health education, environmental education, home economics, science, music, social studies, and reading.
- Although physical education and interscholastic athletics often include the same or similar activities, their program objectives are quite different. Neither program should be substituted for the other.
- Physical education students, programs, and instruction should be evaluated regularly to determine whether objectives are being met.
- The ultimate test of physical education success lies in the life-style of graduates. Successful programs produce graduates who understand the effects of exercise on the human body, enjoy regular exercise, and maintain a desirable level of physical fitness.

Overview

Goals and Program Objectives
Developing Scope and Sequence

Goals and Program Objectives

The current national concern for excellence in education with its accompanying implications for budgets and accountability has fostered a renewed interest in educational objectives. Since the educational climate is geared to achievement, curriculum designers in physical education and other subject areas must make studied decisions about the objectives to be achieved.

. . . certain basic objectives have been accepted by the best current thinkers and practitioners in the field.

Once a philosophy of physical education consistent with the general district philosophy of education has been adopted, the next step is to determine physical education goals. The goals reflect philosophy and lead to the selection of program objectives which are compatible with both the accepted philosophy and general goals.

Since needs, interests, and resources vary, physical education objectives need not be identical in all districts. However, certain basic objectives have been accepted by the best current thinkers and practitioners in the field. The basic objectives are unlikely to be missing from well-planned programs. Local districts, of course, may wish to add others.

Four general physical education goals, recommended for consideration by local curriculum workers, are almost universally accepted.

■ Table 1

General Physical Education Goals

Goal A – To develop and maintain a high level of physical fitness

Goal B – To develop a variety of psychomotor skills

Goal C – To develop a knowledge and understanding of physical education

Goal D – To develop positive attitudes and behaviors

Twenty-one program objectives are listed and defined under their respective goals.

Goal A–To Develop and Maintain a High Level of Physical Fitness

1. To develop cardiovascular strength and endurance—the ability of the heart to deliver adequate amounts of blood to the body during either short or long periods of exercise
2. To develop muscular strength and endurance—the ability of muscles to do heavy work and also to work for long periods of time without excessive fatigue

3. To develop agility—the ability to execute and control body movements efficiently in a variety of activities
4. To develop flexibility—the ability to execute and maintain a full range of movements in all body joints easily and without undue muscle tension
5. To control weight and body composition—the maintenance of appropriate body weight and percent of body fat according to accepted norms

Goal B -To Develop a Variety of Psychomotor Skills

6. To develop gross motor skills—the ability to perform activities involving balance, agility, and laterality, using large muscle groups
7. To develop fine motor skills—the ability to perform movements such as ball handling and handwriting, which involve small muscle groups
8. To teach appropriate developmental motor patterns—the ability to perform combinations of movements, such as walking and running which are learned sequentially and progressively as children grow
9. To teach the sports skills of our culture and others—the ability to execute the component movements in such activities as football, basketball, baseball, track and field, and the traditional games of other countries
10. To teach sports and other activities for lifetime use—such sports as golf, tennis, cross-country skiing, archery, and swimming

Goal C-To Develop a Knowledge and Understanding of Physical Education

11. To teach the basic principles of physiology of exercise—knowledge of the effects of exercise on the human body, including overload, acceptable training heart rates, and exercise intensity, frequency, and duration
12. To teach the application of scientific principles to one's own movement
13. To teach the understanding and application of the health-related components of physical education—such as the importance of nutrition, rest, and body weight to a healthful life-style
14. To teach the cognitive components of sports, games, aquatics, and dance—such as history, rules, strategies, safety measures, and equipment selection and care

Goal D-To Develop Positive Attitudes and Behaviors

15. To teach good sportsmanship—the ability of both girls and boys to accept victory and defeat with graciousness and to play according to the rules and spirit of a game

16. To teach cooperation and teamwork—the ability to participate and interact with teammates to achieve common goals
17. To teach appreciation for regular physical activity—recognition of the importance of frequent exercise for both enjoyment and physical fitness
18. To teach emotional control—the ability to demonstrate acceptable emotional behavior in both stressful and nonstressful situations
19. To teach leadership and followership skills—the ability to both give and carry out instructions and suggestions to achieve a common goal
20. To teach the recognition and acceptance of one's own strengths and limitations as well as those of others—the ability to cope with the fact that there are limits to everyone's abilities
21. To develop a positive self-concept—a confident, self-assured feeling about one's abilities and worth

The physical education goals and program objectives listed here, as well as those added locally, should be seriously considered in developing curriculum content for each grade level. Although the various goals and objectives are not emphasized equally at all grade levels, each should be included from kindergarten through twelfth grade using activities appropriate to the developmental levels of students. Attention to each program objective by grade and developmental level will help ensure a logical K-12 sequence.

Physically educated graduates should be able to achieve desirable levels of skill, knowledge, and attitudes for each of the twenty-one program objectives listed plus those added locally.

Developing Scope and Sequence

Developing a local scope and sequence in physical education requires agreement among curriculum builders regarding goals and objectives, time allotments for attaining the goals and objectives, activities to be used, the sequences in which activities are taught, and means of evaluation.

Goals and objectives have been suggested in section 1. When these or similar goals have been accepted locally, the next step is to decide the amount of available time to be allotted to each goal. Using the four general goals suggested in this guide, an allotment table such as table 2 can be developed. Although these suggested time allotments are generally consistent with recommendations of physical education authorities, local districts may decide on a different distribution. A decision must be made, however, as a basis for selecting appropriate activities.

Wisconsin Department of Public Instruction Recommendations for Minimum Allocated Instructional Time include 150 minutes per week for K-6 physical education (see Appendix H), and Wisconsin Administrative Rules require a daily physical education class at the elementary level (see p. 55).

> *"A good physical education program is sequential and allows for the developmental needs of each child."*
>
> *– American Alliance for Health, Physical Education, Recreation and Dance*

Table 2

Recommended Percent of Total Physical Education Instructional Time Allotted to Goals at Each Level

Age Groups	Goals			
	Physical Fitness	**Psychomotor Skills**	**Knowledge and Understanding**	**Positive Attitudes and Behaviors**
3-5 years	20% gradual increase to	60% gradual decrease to	10% gradual increase to	10%
6-8 years	↓	↓	↓	10%
9-11 years	↓	↓	↓	10%
Middle School/ Junior High	↓	↓	↓	10%
Senior High School	40%	35%	15%	10%

When agreement has been reached on goals, objectives, and general time allotment, it is time to consider program content. The activities which comprise physical education content are important and very visible, but they are only a means to an end. Dozens of different activities may move students toward attainment of the same goals, and many others do not. It is the responsibility of local curriculum planners to select those activities which not only help students to attain objectives, but also fit district policy, resources, and personnel.

The essential criterion for every activity selected from kindergarten through 12th grade is its relation to the district's physical education objectives.

Appropriate activities are suggested in this guide, accompanying discussions of the various age and developmental levels. Although many activities are suggested, local curriculum planners may decide on others which have similar value.

The essential criterion for every activity selected from kindergarten through 12th grade is its relation to the district's physical education objectives. Each activity should reflect at least one objective, but priority should be assigned to those which satisfy several objectives.

Once appropriate activities have been selected, it is necessary to determine when specific activities should be initiated, how long they should continue, and when they should be terminated. There may be reasonable disagreement among capable, experienced teachers as to the most appropriate beginning and ending times for a given activity. The disagreement should be relatively minor, however, when knowledgeable people match the complexities of an activity to the needs and developmental levels of children.

Before examining the starting and ending points of specific activities, it may be helpful to consider the developmental levels which planned, sequential physical education courses ought to include.

Considering Developmental Levels

Elementary physical education concentrates on developmental activities which allow young minds and bodies to move toward their potential. Prekindergarten and kindergarten students learn their body parts and how they are used in movement. Early instruction begins with gross motor activity and progresses through fine motor skills and fundamental motor patterns. As children move through the elementary grades, physical education activities become increasingly complex. Fifth and sixth graders may become quite proficient in the intricate skills of rhythms, tumbling, sports and games.

A common mistake in elementary physical education is to introduce complex games and sports prematurely, sometimes for the purpose of developing excellent athletes. Although many young children can become skilled athletic performers with a great deal of practice, the needs of elementary grade children are met best by concentrating on fundamental skills and lead-up activities in physical education classes.

Exploring

Middle school/junior high physical education should provide a variety of exploratory experiences, allowing students to discover their strengths, weaknesses, likes and dislikes. Units are numerous but not lengthy. This is not a time to be concerned with developing high skill levels, since students are trying their wings in many activities, including team and lifetime sports. Successful middle school/junior high school programs allow students to enter high school with a rich background of experiences to draw on when choosing activities to pursue in greater depth.

Moving Toward Excellence

Students in senior high school are generally capable of becoming proficient performers, given proper instruction and sufficient practice. Progress through high school physical education typically moves from structured toward selected activities. Students are usually given increased options during their final high school years to become skilled in activities of their choice. High school physical education should provide students with appropriate skills to maintain physical fitness and a healthful life style throughout their adult years.

Placing Activities within a Scope and Sequence

The actual placement of activities within a K-12 program follows careful study of goals, objectives, allotment of time with consideration of developmental levels, and the potential of activities for satisfying objectives. Before selecting activities, local curriculum planners should also look closely at the resources, teacher capabilities, traditions, interests, and needs which exist within the district.

The following Scope and Sequence, table 3, includes activities which have proven to be appropriate and valuable components of K-12 physical education. The suggested levels of instruction for each activity are indicated by the code letters I (Introduction), P (Practice and Progression), TE (Toward Excellence) and M (Maintenance). The suggested times for initiating and terminating activities are indicated according to developmental level.

Certain activities do not reach the TE level. This usually occurs because general movement skills at the elementary levels are incorporated into more specific skills at middle school/junior high and senior high school levels. For example, dynamic balance may become tumbling, and rhythmic locomotor movement may become modern dance.

The Scope and Sequence, includes appropriate activities, but local curriculum planners should recognize that few districts can teach all the activities listed. On the other hand, many districts will wish to add activities of their own.

Table 3

Scope and Sequence

Activities	Developmental Levels				
	3-5 years preprimary	6-8 years primary	9-11 years intermediate	Middle Junior High School	Senior High School
1. Body Management					
Concepts:	I	P	M		
Space	I	P	M		
Levels	I	P	M		
Speeds	I	P	M		
Pathways	I	P	M		
Directions	I	P	M		
Body surfaces	I	P	M		
Body relationship					
Skills:					
Dynamic balance	I	P	P		
Static balance	I	P	P		
Object balance	I	P	P		
Agility	I	P	P	P	M
Flexibility	I	P	P	P	M
2. Manipulative Skills					
Sending Objects					
Roll	I	P	TE		
Toss	I	P, TE			
Throw	I	P	TE		
Striking Objects					
Bounce	I	P	TE		
Strike	I	P	TE		
Kick	I	P	TE		
Receiving Objects					
Catch	I	P	TE		
Trap	I	P	TE		
3. Health-Related Physical Fitness and Body Development					
Body mechanics and fitness principles	I	P	P	P	P, TE
Aerobic conditioning activities (jogging; rope skipping)	I	P	P	P, TE	TE
Diet and weight control/body composition			I	P	P, TE
Weight training				I, P	P, TE
Par fitness trails/obstacle courses circuit training			I	P	P, TE

Code

I – Introduction
P – Practice and Progression
TE – Toward Excellence
M – Maintenance
☐ – Transition to specific activities

Activities	Developmental Levels				
	3-5 years preprimary	6-8 years primary	9-11 years inter-mediate	Middle/ Junior High School	Senior High School
4. **Sports, Skills, and Games**					
Low organized games	I	I	P		
Basketball					
Skills			I	I, P	P, TE
Lead-up games			I	P	
Games				I, P	P, TE
Football					
Skills			I	I, P	P, TE
Lead-up games			I	P	
Games				I, P	P, TE
Soccer					
Skills			I	I, P	P, TE
Lead-up games			I	P	
Games				I, P	P, TE
Softball					
Skills			I	I, P	P, TE
Lead-up games			I	P	
Games				I, P	P, TE
Team Handball					
Skills				I, P	P, TE
Lead-up games			I	I, P	P, TE
Games			I	P	
Track and Field				I, P	P, TE
Volleyball					
Skills			I	P	P, TE
Lead-up games			I	P	
Games				I, P	P, PE
5. **Lifetime, Leisure, Recreational, Outdoor Activities**					
Archery				I, P	P, TE
Backpacking/hiking				I, P	P, TE
Badminton				I, P, TE	P, TE
Bowling				I, P	P, TE
Cross-country skiing				I, P	TE
Cycling				I	P, TE
Golf				I, P	TE
Orienteering/camping				I,P	P
Racquetball				I, P	P, TE
Self-defense				I, P	P, TE
Tennis				I, P	P, TE

Code

I – Introduction
P – Practice and Progression
TE – Toward Excellence
M – Maintenance
☐ – See progression in Body Management and Manipulative Skills

Activities	Developmental Levels				
	3-5 years preschool	6-8 years primary	9-11 years inter-mediate	Middle/ Junior High School	Senior High School
6. Rhythms					
Locomotor	I	P	M		
Non-locomotor	I	P	M		
Non-locomotor and locomotor combination		I	P	M	
Rhythmic activities (sticks; rope jumping)	I	I, P	I, P	P	TE
Singing games	I	P, TE			
Folk/ethnic	I	I, P	I,P	I,P	P, TE
Social/contemporary				I	P, TE
Square			I	P, TE	P, TE
Line			I	I, P	
Creative-modern	I	I, P	I, P	I, P	P, TE
7. Aquatics *					
Water survival skills			I	P, TE	P, TE
Swimming levels/skills			I	I, P	P, TE
Diving				I, P	P, TE
Synchronized swimming				I, P	P, TE
Water games/relays			I	I, P	P, TE
Lifesaving				I, P	P, TE
8. Stunts, Tumbling and Apparatus					
Individual stunts	I	P	P	P, TE	
Partner stunts	I	P	P	P, TE	
Tumbling	I	P	P	P, TE	TE
Tumbling sequences and outlines		I	P	P, TE	TE
Tumbling equipment (mats, spot trainer)	I	P	P	P, TE	TE
Balance equipment (stilts)	I	P	P	P, TE	TE
Climbing equipment (cargo nets, ropes)	I	P	P	P, TE	
Vaulting equipment		I	P	P, TE	TE
Apparatus (parallel bars, unevens)			I	P, TE	TE

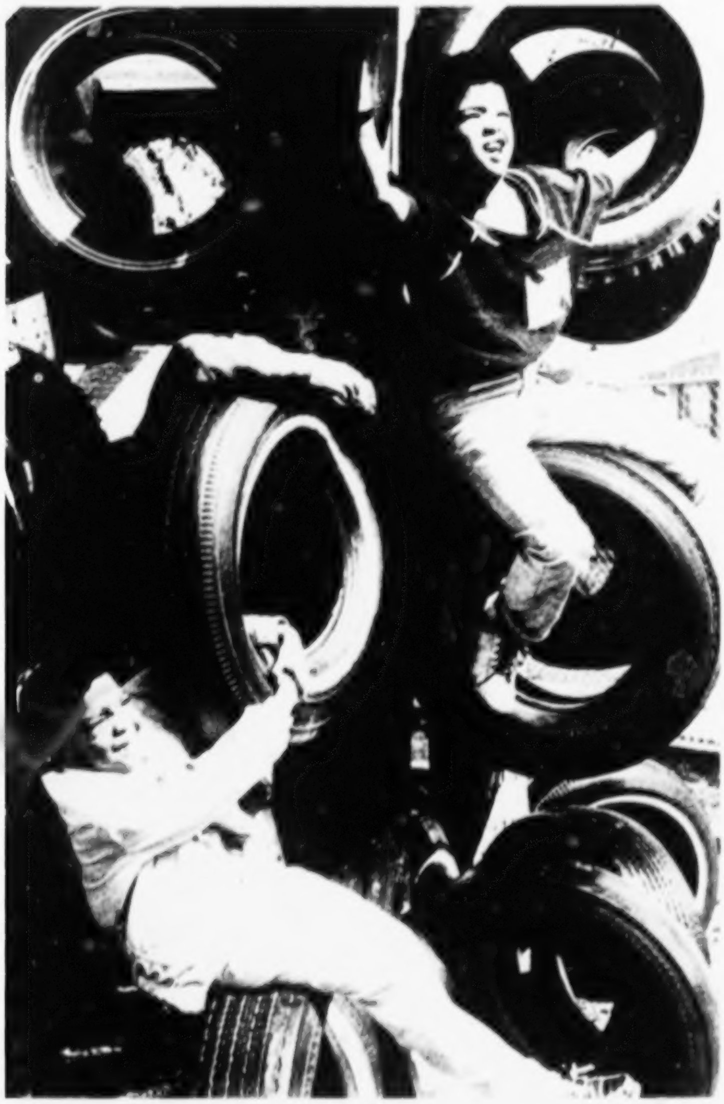
* Where pools are available

Code

I	–	Introduction
P	–	Practice and Progression
TE	–	Toward Excellence
M	–	Maintenance

Programming

Elementary (Preprimary through Grade 6)
Middle School/Junior High School
Senior High School



*Elementary (Preprimary through Grade 6)**

Movement, at the elementary grade levels, is the very essence of development, whether cognitive, affective, or psychomotor. For this reason the quality of elementary physical education assumes special importance. Care should be taken to assure that the needs, interests, and developmental levels of children form the bases for curriculum building.

When children move, they interact with their environment. They explore, they discover, and they acquire an increasingly complex perception of the world about them. In addition, they learn to express themselves through movement, although they may not always be aware of this ability. Physical education for young children must be developmental, catering to the process of "becoming" rather than "being."

Movement, at the elementary grade levels, is the very essence of development, whether cognitive, affective, or psychomotor.

Contemporary physical education recognizes that efficient, effective movement does not occur without skilled instruction. Maturation is a miraculous teacher, but optimum development is dependent upon planned experiences in a wide variety of movement activities taught by knowledgeable instructors.

Elementary grades in Wisconsin are considered kindergarten through sixth grade. However, many school districts conduct programs in early childhood education which include children as young as three years of age. In addition, it is common to conduct middle school programs which include grades five or six through eight. For these reasons the elementary section of this guide has been divided into three sections, covering the age groups three through five, six through eight, and nine through eleven years of age. Characteristics of the three age groups are examined from the perspective of organic, psychomotor, affective, and cognitive components.

Working with 3-5 Year-Olds

*Characteristics of the Age Group 3-5**

Organic: Children's growth is steady and slow. Various parts of the body develop at different rates. The legs grow faster than the arms; the arms grow faster than the trunk; and the trunk grows faster than the head. Large muscles are better developed than small ones. Bones are somewhat soft, and muscular strength is limited. Boys have more muscle and bone mass than girls. The heart and lungs are small in relation to height and weight. The heart is growing rapidly. Children are generally far sighted, and their eyes focus slowly.

---

*Characteristics of elementary school age groups have been adapted from *A Guide to Curriculum Development in Physical Education*, State of Connecticut Board of Education (1981).

Psychomotor: Children's motor skills are unevenly developed. Motor patterns such as walking and running are well established, but they may be inefficient and awkward. Movements such as skipping are still difficult for many. Gross motor control is developing, but fine motor control of fingers and hands is incomplete. Eye-hand coordination is beginning. Children are very active but easily fatigued. Confusion exists in body awareness, directional awareness, temporal (rhythmic) awareness, and spatial awareness.

Affective: Children are sensitive, individualistic, and egocentric. They are curious and anxious to perform. Their attention span is short and related to motivation. Children may become frustrated when confronted with difficult or confusing situations beyond their skill development levels. They are shy, self-conscious, and fearful of new situations. They are unwilling to leave the security of that which is familiar. They have trouble sharing, but interaction is beginning. They can accept and tolerate restrictions when necessary.

Cognitive: There is rapid expansion of both understanding and use of language with increasing ability to express thoughts and ideas. This is a time for great intellectual curiosity and many questions. Children love rhythm, imitation, dramatics, and creativeness.

Program Implications for the Age Group 3-5

Organic: Because of the slow body growth at this level it is an ideal time to develop and refine work on locomotor and non-locomotor movements. It is a time for climbing, hanging, swinging, and other large muscle activities. Children should have the opportunity to develop manipulative skills through experimentation with a wide variety of equipment of different sizes, colors, textures, and shapes. Numerous experiences in using equipment are very important. The cardiovascular system, which is small in relation to body size, makes frequent rest periods necessary.

Psychomotor: At this level lessons should be developed by themes using many activities to develop a single concept. Teachers should create learning experiences that allow children to learn through guided exploration. They learn through touching, seeing, moving, and listening. Throwing parallels the maturation of vision, and children at this age level should have the opportunity to throw, catch, kick, and strike. Activities using upper and lower trunk muscles should also be included.

Affective: Children need learning situations which teach them to work and play independently, while at the same time living effectively with other children. Three-year-old children can take turns; four-year-olds begin associative play; and by age five, children may be able to play cooperatively, take turns, and display real enjoyment in playing with children of the same age.

Cognitive: Experiences should be provided to help children increase their speaking and listening skills. Select activities that reinforce perceptual learning such as shape, size, and discrimination. Also reinforce the spatial concepts of up, down, over, under, around, on, off, and through. Encourage thinking by presenting tasks that allow children to find their own solutions. Children should be free to develop spontaneous play activities. Dramatics and mimetics which take advantage of children's imagination are a major part of the program.

Teaching Implications for the Age Group 3-5

It is extremely important to remember that there is a wide variation in the rate of physical and mental development among children. Teachers must insure that learning situations meet the needs of all the children. Because attention span is closely related to motivation, learning activities should be designed to increase children's self-concepts and reduce fear of failure. Experience should be success oriented.

Teachers create learning situations which allow children to explore and discover the abilities and functions of their bodies and equipment. As stated before, the lessons are organized around themes, using a variety of activities to develop one concept or idea. Some rules must be enforced, but, in general, few limitations should be imposed on exploration and experimentation.

Because children at this level fear the unknown and lack mature reasoning and comprehension abilities, teaching proceeds from the known to the unknown. Use concrete, physical examples as opposed to abstract concepts. Teaching is at children's level of understanding, keeping vocabulary simple, but not "talking down" to them. Action images invoke words such as "freeze" instead of "stop." Children take an active part by showing or telling what they did or what they made up. Whatever rules children are expected to follow must be taught. For example, they must be taught how to get equipment, hold it while listening, and put it away when finished.

Children at this age level find it difficult to enter a large space, sit down and listen. Therefore, upon entering the gym they should do warm-up activities immediately. After five or six minutes of warm-ups they are ready for a short rest and a few minutes of discussion, directions and explanations. However, learning is through activity, and there is little talking or standing around waiting. Children have their own equipment, or enough equipment stations are available to have everyone active at the same time.

Children need a space to work, but too large a space is hard for children to handle. They must feel the teacher is aware of what they are doing. Teachers encourage original responses through positive reinforcement and encourage independent, creative thinking. Teachers must be consistent in rules and behavior expectations, however, in order to help children establish a sense of what is right and what is wrong and not acceptable.

Curriculum Content for the Age Group 3-5

The following five categories have been selected for use in considering curriculum content at this level.

Body Management: This refers to physical control of the body in a variety of movement situations such as moving at different levels and speeds and moving in forward, backward, and sideward directions.

Manipulative Skills: Activities include those in which a child handles some type of object, usually with the hands, but also involving the feet and other parts of the body. The emphasis is on skillful manipulation of the objects being handled. Examples of manipulative skill activities include tossing and catching a bean bag with both hands and rolling a ball to a partner

Stunts, Tumbling, and Apparatus: This refers to the activities and equipment which provide opportunities for children to apply previously learned skill concepts and vocabulary. Such experiences provide the opportunity for developing strength, coordination, balance, agility, courage, self-confidence, and initiative. Examples of stunts, tumbling, and apparatus activities include walking on a low balance beam, climbing on cargo nets, and rolling forward and sideward on mats.

Rhythms: These are activities that develop fundamental rhythmical skills. The skills may be either functional or expressive. Through rhythms children can extend their movement skills and awareness. Rhythmic experiences such as galloping and jumping, bending and stretching to music, and moving freely to music provide excellent possibilities for physical and mental development.

Health-Related Fitness: Physical fitness activities refer to those activities which help develop muscular strength and endurance, cardiovascular strength and endurance, flexibility, and agility. Fitness components are not necessarily taught individually but are incorporated into all aspects of the program, wherever appropriate. Examples of activities with fitness components include identifying body parts, being able to feel the heart beat fast after vigorous locomotor activitiy, and discovering that heart rates slow down after exercise is discontinued.

Working with 6-8 Year-Olds

Characteristics of the Age Group 6-8

Organic: Rapid structural growth occurs during these years. The chest grows faster than the abdomen; legs grow faster than the trunk; and the face grows faster than the head. Large muscles are better developed than small ones. Bones remain somewhat soft, and muscular strength is limited. Heart and lungs are small in relation to height and weight. The heart is growing rapidly, and pulse and respiration rates are decreasing. Girls have usually achieved better motor coordination, but most boys are stronger. Children's eyes still focus slowly.

Psychomotor: Children's motor skills progress unevenly, gradually increasing in speed and accuracy. There is a rapid increase in control over general body skills and balance. Eye-hand and eye-foot coordination are still poor, but they are improving rapidly. Reaction time is quite slow, but it is also improving gradually. Children are interested in what their bodies can do. They like to use their hands, and hand preference should be firmly established. Children are very active, and they enjoy large muscle activity. However, they still fatigue easily.

Affective: Children tend to be friendly, affectionate, and curious while gradually becoming less self-centered. Their emotional development continues to depend on security and acceptance. They are anxious to do things well and are sensitive to criticism. They are fearful of failure and loss of adult approval. There is a struggle between the need for help and the urge to be independent. A fear of danger is somewhat dispelled by their developing skill and self-confidence. They play poorly in large groups for extended periods of time, although small group situations are handled quite well. They have poor group spirit and team loyalty. Motor skills are becoming important for acceptance and leadership. The attention span is still short but improving, and it is closely related to motivation. Expression of emotion is more controlled, but children still cry easily and have emotional outbursts when they cannot control their environment.

Cognitive: There is a rapid expansion of both understanding and use of language. Children of this age level display great intellectual curiosity. They are eager to learn and ask lots of questions. They still love rhythm, imitation, dramatics, and creativeness. Reasoning and problem solving become more adequate in direct proportion to the opportunities children have to practice those skills. They like definite, clear, concise directions, have short range mental goals, and tend to have good memories.

Program Implications for the Age Group 6-8

Organic: Because children are not increasing dramatically in height and weight, this is an ideal time to increase skill in body control, locomotion, and manipulative skills. Children of this age need vigorous, large muscle activity with an emphasis on rhythmic activities and combinations of locomotor movements. Climbing, hanging, and balancing activities should have an important place in the physical education program. Stunts and tumbling activities should be used to develop strength and body control.

Psychomotor: This is the time when a high level of balance is gained, and also when children develop more mature patterns of the locomotor skills they acquired earlier. Knowledge of body and space should also be attained by this time.

Affective: Children of this age have a strong need for success, self-expression, teacher approval, praise, and encouragement. They need to develop both acceptance and trust of others in movement activities, while learning to share and cooperate. There should be an exposure to simple activities that involve taking turns, fair play, and sportsmanship. Discussions relating to these topics contribute to a more complete sense of right and wrong. Avoid highly competitive situations. Physical education activities should be enjoyable.

Cognitive: Teachers set the situation and allow children to learn. Problem solving, discovery, creativeness, and exploration help children learn and understand. Children need experiences that help them to understand how their bodies move. They acquire a movement and fitness vocabulary. They learn to make choices through experiences in which they have increasing responsibility. Children should be encouraged to think before they act and learn to recognize potential hazards in order to reduce reckless behavior. They may help establish rules so they can understand the need and reason for rules as well as the importance of obeying them.

Teaching Implications for the Age Group 6-8

Students at this age level show a wide range of skill and development. Learning activities are enjoyable and success oriented, allowing for creativity and self discovery. Lessons are still developed using a theme or concept approach. Lessons make children aware that they can control their bodies and equipment, but it takes both experience and practice.

Teachers work from the simple to the complex and from the concrete to the beginning of abstract thought. There is little verbal explanation. Children need time to work and discover for themselves without having someone tell them what will happen. One or two sentence directions should be used.

Teachers set the learning situations so that there is little standing and waiting time. As often as possible, teachers use the natural inclination of children. Children in the primary grades do not naturally play in groups of 20. They experience more success with one other friend or in small groups of three or four. Teachers should use partner activities and games. Games are played in groups small enough to guarantee everyone many turns and chances, keeping in mind that the intent of the activity is practice. The teacher should have a wide variety of ways for children to get partners or to divide the class into groups.

Children's attention spans are proportional to their interest and motivation. Teachers should discontinue activity while enthusiasm is still high. Children will then be anxious to review and repeat the activity at another time.

Primary children need constant feedback from their teachers. They are attempting to become more independent but rely on the teachers to indicate what is appropriate and correct and what is not. It is extremely important not to expect too much from the children too soon. Even when they understand what should be done, they must have enough practice time to reach a successful skill level. Children cross over the line of understanding several times before skills or ideas become established. Teachers should be quick to reward desired attempts, responses, and behaviors.

Successful teachers have a simple discipline plan that is easily understood by children and easily enforced. Consistency of expected behaviors is extremely important as children work toward self control and self discipline. Teachers should encourage children to solve their own disagreements. If necessary, teachers act as mediators not as judge and jury.

Curriculum Content for the Age Group 6-8

The following movement categories are the same as those for the preprimary level for children aged 3 through 5. The activities have been changed and expanded as indicated.

Body Management: Primary children continue to work on and expand the movement vocabulary and body management skills introduced at the preprimary level. As they become more familiar with the vocabulary, they learn to combine the movements into sequences (to move in the general space forward, low, and slow). They learn to analyze the sequences of others (the speed of the ball, the level of the ball). They start to modify basic movement and transfer the knowledge learned in one skill to use in other skills. Once control of the body is established, children should be able to control equipment in a moving situation. As they grow older and attain proficiency, they can solve more complex problems and develop more specific skills. Activities at this level in body management might include moving a ball to a partner at different speeds and running in a zig-zag pathway around cones.

Manipulative Skills: Primary children continue to develop and refine basic manipulative skills learned at the preprimary level. As they begin to gain control over their bodies and equipment, partner work can be introduced. A wide variety of equipment is used. Children should be encouraged to work on manipulative skills with both dominant and nondominant sides of the body. They should have experiences with the upper parts of the body doing one activity while the lower part of the body does another. Within each skill, they experiment with the effects of force and follow-through. Manipulative skill activities at this level might include tossing and catching a bean bag with either hand, and striking a ball with a hockey stick.

Stunts, Tumbling, and Apparatus: Primary children continue to work on basic apparatus, stunts, and tumbling skills learned at the preprimary level. In the beginning children are allowed to explore and experiment on the equipment, but basic rules must be established. Children are introduced to simple individual stunts and partner stunts and encouraged to create sequences. All the movement vocabulary, skills, and principles learned in other areas are incorporated and expanded on the apparatus. Stunts, tumbling, and apparatus activities at this level include working on variations of forward and backward rolls, being able to hang on a climbing rope, and performing partner stunts.

Rhythms: Primary age children continue to work on and expand the basic locomotor and non-locomotor movements. Once they are successful they enjoy working with a partner to create sequences of movements, contrast movements, and practice movements. Rhythmic vocabulary can be practiced as a separate lesson or incorporated into another lesson. Music may be used for warmup and relaxation activities. Appropriate rhythmic activities for this age level include rope jumping, singing games, simple folk dances, and free movement to music.

Health-Related Fitness: Primary children can learn to understand basic fitness terms. They can understand how to improve and increase strength, flexibility, and cardiovascular endurance. They begin to understand simple principles of exercise and the physical and mental benefits. They also begin to understand the relationship between exercise and the development and maintenance of the body systems. Health-related fitness activities for this level may include jogging and simple strength exercises.

Working with 9-11 Year-Olds

Characteristics of the Age Group 9-11

Organic: Growth changes from being slow and steady and becomes fairly rapid. Height and weight increases may be faster in girls than boys. Girls are usually a year ahead of boys in physical maturity and development. Some children experience growth spurts in which there is rapid growth of the bones in the arms, hands, and legs. Muscular strength does not equal bone growth. The size of the heart and lungs is in proportion to height and weight. The growth process of each individual is peculiar to his or her own time pattern and growth cycle. Eyes focus well, near and far.

Psychomotor: A marked maturation of motor skills occurs. Skills become "automatic." Coordination is good and reaction time is improving. Manipulative skills increase and there is better balance and footwork in kicking skills. Children take great pride in physical performance and appearance. They usually prefer the more strenuous large-muscle activities to those that are less strenuous and more sedentary. Some children may appear to be awkward due to rapid growth spurts.

Affective: Children seek a balance between self and others, displaying a spirit of independence but still wanting guidance and affection. They are sensitive to criticism, especially from adults. They are more responsible, need to succeed, enjoy competition, and develop group loyalties. Challenges and adventure are welcomed. They have short-lived and widely varied interests and are easily discouraged and excited. There is a period of hero worship. Children are beginning to develop insight into the emotions of others. Acceptance by their own group is essential to their feeling of security. Physical deviations from the average, emotional conflict, and frustration may lead to social difficulties and emotional disturbances. Good sportsmanship and loyalty are valued.

Cognitive: Children are able to carry on discussions and activities in group settings. Their attention span lengthens and perseverance develops, although they are still easily discouraged at unsuccessful learning attempts. They show initiative and are creative and curious if encouraged in a positive helpful manner. They have a clear understanding of right and wrong, but their enthusiasm often exceeds their wisdom.

Program Implications for the Age Group 9-11

Organic: The rapid growth spurt of the bones and the lack of muscle development lead to the need for a strong emphasis on good body mechanics, posture, and efficient movement. Activities should increase levels of muscular strength and endurance as well as cardiovascular endurance. The change of body size leads to a need for review and practice of previously learned skills. Manipulative skills can now be developed through activities that encourage development of good form and accuracy. Flexibility must be encouraged in all areas.

Psychomotor: This is an age when complex motor tasks can be introduced into children's movement repertoire. Sports, games, and rhythms requiring high levels of strength, balance, precision, and speed are appropriate. It's a time to test one's daring and courage.

Affective: There is still a need for unregimented play, but provisions should also be made for activities involving partners, small groups (4-6), team play and problem-solving experiences. There should be an emphasis on team work, cooperation, sportsmanship and leadership. Students should be introduced to competitive techniques, but highly competitive activities should be avoided.

Cognitive: There should be an emphasis on problem solving in order to continually involve children in the thinking process as it relates to all aspects of physical movement. The children need to expand their understanding of what the body can do and how the body can move. They should begin to analyze simple scientific principles which are related to physical fitness and physical skills.

Teaching Implications for the Age Group 9-11

At the intermediate level there is a great diversity in physical growth and development leading to widely varied skills, abilities, and strengths. Children are also developing varied interests. It is important at this level to create a learning situation in which children feel successful and comfortable when participating in physical activities. Teachers work from the general to the specific and build new skills and concepts from those previously learned.

Children do not like uninvited adult help. It often embarrasses them when they are singled out as needing help. Teachers therefore assure the children by telling them what they are doing right and giving only one or two corrections. Teachers set the situation for children to experiment and discover for themselves why one method or technique is more effective than another. Teachers devise interesting, varied, and challenging methods for practicing skills. They also provide some method of helping the children determine improvement.

Since children at this age level are very self-conscious, they like working in pairs or small groups of 3-6 people. Teachers use many different techniques for getting children into working groups, and the groups are changed often. Children are given choices in their groupings, but wise teachers put some structure into the choices.

Too often teachers at this level feel that sportsmanship, cooperation, teamwork, and emotional control are natural outcomes of competitive situations, but this is not necessarily true. Poorly taught competitive skills can cause negative results. Teachers should design lessons especially to develop desired concepts. Lead-up games and activities may be modified to reach the objectives of a lesson.

Because of developmental differences, children learn to set realistic goals for themselves. Teachers develop instruments for the children to use in recording their own self-improvement. Students are helped to design their own fitness programs according to their likes, dislikes, and needs. They are challenged to work on these programs during free time as well as during school time. In order to reinforce the learning of concepts and principles at this level, teachers develop many nonverbal teaching instruments.

At this level the children are encouraged to develop self-control and self-discipline. Teachers provide resources, but children should be involved as much as possible in carrying out the program. Teachers use the children's ideas whenever possible in constructing the lessons.

Curriculum Content for the Age Group 9-11

The following movement categories are the same as those employed for children aged 3 through 5, and 6 through 8. The activities have been changed and expanded as indicated.

Body Management: Intermediate level children are provided with opportunities to continue developing and refining body management skills. They are challenged by increasing the difficulty of activities. They learn the basic principles of movement related to body management and start to apply these principles in varied physical activities.

Body management activities at this level may include agility drills and timed runs; beginning track and field activities such as standing broad jump, high jump, and hurdles; and games that require dodging while running rapidly.

Manipulative Skills: Intermediate school children continue to be provided with opportunities for developing, refining, and mastering manipulative skills. As the program progresses to upper intermediate level, emphasis is on understanding simple scientific principles related to manipulative skills, skillful manipulation of objects, and the ability to transfer learned skills to more complex lead-up and game-type activities. Manipulative skill activities at this level may include juggling and beginning racquet skills, incorporating the effects of weight transfer in creating appropriate force.

Stunts, Tumbling, and Apparatus: At the intermediate level there is little change in the amount of emphasis placed on apparatus, stunts, and tumbling except to make the tasks more challenging and more difficult to achieve. More emphasis is placed on form and execution. Attention to safety precautions in executing tumbling activities should continue to be stressed.

Stunts, tumbling, and apparatus activities at this level may include cartwheels, headstands, handsprings and balance beam routines.

Rhythms: Intermediate school children are provided with opportunities to continue developing and refining past rhythmic experiences. Rope jumping, lead-up dances, traditional folk dances, and square dances are used at this age level. There should also be many opportunities for the children to create their own rhythmic patterns and sequences. Establishing a comfortable environment and helping the children to analyze the benefits and skills derived from this area cannot be over emphasized.

Health-Related Fitness: Intermediate children begin to display a greater curiosity and understanding about the relationship of physical fitness to their own bodies. They are introduced to simple ways to measure their physical fitness and to determine areas that need improvement. They need to be encouraged and helped to develop individual programs to work on fitness both during and outside the school day.

Health-related fitness activities for this level may include bending and stretching exercises that increase flexibility and activities for increasing cardiovascular endurance.

Lead-up Game Skills: Participation in team sports appeals strongly to children at the intermediate level. They need an opportunity to develop the skills necessary for successful participation in team sports. Therefore, a comprehensive program of lead-up games is necessary. Through participation in lead-up activities, children have an opportunity to refine their manipulative and movement skills and apply them to more specific as well as more complex lead-up games. Offensive and defensive play along with rules and strategy should be added to the skill base. Equipment and supplies used in teaching lead-up games should be appropriate for the age level involved.

Lead-up game skills might include volleyball skills of serving, bumping, and setting and basketball skills of dribbling, shooting, and passing.

Middle School/Junior High School

Middle schools and Junior High schools in Wisconsin are organized in a variety of ways, usually including some combination of grades 5 through 9. Young people between the ages of 10-14, the *transescents*, are students in the middle, leaving childhood and heading for adulthood. For some students this transition is quick and easy, and for others it is slow and difficult. There is a wide difference in physical maturity, intellectual development, and emotional growth. These differences suggest a need for a curriculum that is action-oriented, flexible, and structured to meet diverse needs. It is imperative that teachers be understanding and develop programs to serve both individual and group needs. A wide range of activities with opportunities for exploration, self-testing, and wholesome interpersonal relationships should be provided. Time to practice and improve personal skills and achieve personal success are very important for continued development.

Young people between the ages of 10-14, the transescents, are students in the middle, leaving childhood and heading for adulthood.

Working with 10-14 Year-Olds

Characteristics of the Age Group 10-14

Organic: A major characteristic of this age group is wide diversity in size, growth, and maturation patterns. There is a rapid increase in height and weight, with a disproportionate growth of legs, arms, hands, and feet. There is an uneven growth rate of bones and muscles, usually with bone growth exceeding muscle development. Changes in body contour and marked changes in facial proportions result in a lack of symmetry, particularly in the features of the face (that is, large nose and ears). There is a rapid and uneven growth of the digestive organs and rapid growth in the heart and arteries. Hormonal changes cause increased activity of gonadal sex hormone production, leading to the onset of menstruation and development of secondary sex characteristics. At the same time the growth hormones begin to decline. There are changes in the skin, hair, and oil-producing glands leading to skin problems such as acne and dry skin. There is an increase in sweat gland production and excretion. Students demonstrate extreme restlessness but at the same time tire easily. The restlessness results from the change in basal metabolism. It is this same change that leads to fatigue. The growth "spurts" are different for boys and girls, with girls growing faster first and boys experiencing a growth spurt later. There is increased physical strength in both sexes. Brain growth is typically at a plateau between the ages of 12-14, whereas the brain is experiencing a "growth spurt" during ages 10-12. This entire period is one of rapid growth. Students grow more in this transescent time than in any other period of their lives.

Psychomotor: Transescents are likely to be awkward, resulting from disproportionate growth of bones and muscles. Students aged 10 to 14 have a false sense of endurance and thus tend to overexert themselves. Although they often appear awkward and uncoordinated, their coordination is generally good and their reaction time is constantly improving. They have better ball-handling skills, and balance and footwork skills improve. Transescents may be victims of chronic fatigue and also muscle injury, including the developing heart muscle. Heavy, weight-bearing activities may lead to injury, although students perceive that they can bear more weight than advisable. Most students in this age range have accomplished all primary locomotor skills, but they still have a need for continuing growth in basic activity skills. Throughout this age range, some girls display more skill than boys.

Affective: The socio-emotional situation of the emerging adolescent dominates all other areas. Students in this age group desire independence, yet need guidance. They constantly challenge authority and authority figures. They have an elaborate resistance to, yet need for parental control. They desire security, affection, and a sense of belonging but appear to want this only from the peer group. Since they are between childhood and adulthood, their behavior fluctuates widely and wildly. Transescents seek out an adult role model, although this model is seldom a parent. Although students are often very self-centered, they are beginning to develop empathy, particularly for peer group members. They have an exaggerated desire for conformity to peer group standards. Membership in clubs and teams becomes important. They have a high sense of pride and loyalty to the group and often to their school. Transescents have a distorted view of themselves, particularly concerning their physical appearance. They have a growing preoccupation with their appearance, becoming overly concerned with how others feel about them and accept them. Transescents often feel they are on center stage in the world and that everyone is watching them. Students experiment with different behaviors to find something that fits. They become more aggressive and often change patterns from what is socially acceptable. During this period they may switch their focus from like sex to opposite sex. Students have a need to know and understand more about themselves. There is an increase in the types of activities that interest them. They are developing their own values by challenging the values of others and becoming more interested in religion or spiritual feelings. Students have a need for success and recognition, and although they deny it, that recognition needs to come from authority or family figures as well as the peer group. This time

period is marked by strong emotions, often expressed in an exaggerated manner. Each student is convinced that no one else has ever experienced the same feelings before or as strongly.

Cognitive: This age group presents the widest variety of learners. Over three quarters of the age group (10-14) are concrete reasoners as opposed to abstract reasoners. Some students may have difficulty with verbal propositions. Some students are acquiring the skill to reason abstractly and have the ability to solve more complex problems. Ten- to twelve-year-olds experience rapid brain growth and can handle the introduction of new and novel competencies. Twelve-to-14 year-olds are in a brain growth plateau and need to use this time to develop existing skills and competencies. All students desire challenge. The attention span lengthens throughout this time, but varies from student to student and from day to day. Transescents display a wide variety of learning styles. Their intellectual interests are varied but rather narrow, as they want to learn things that are useful to them. Performance may be erratic from day to day and year to year. They become more intellectually uninhibited and enjoy exploration. This group is identified by its diversity in cognitive development.

Program Implications for the Age Group 10-14

Organic: The dramatic differences in organic characteristics of transescents mandate flexible, individualized programs of physical education. The key words are exploration and variety. Units are short, but many activities should be included, allowing students to discover their likes, dislikes, strengths, and weaknesses. The attainment of excellence in skill performance is subordinate to participation and discovery. It is especially important that programs include instruction which teaches students that the changes occurring in their bodies are normal and predictable.

Psychomotor: The apparent awkwardness of transescents is often the result of lengthening bones which change the lever system necessary for efficient movement. For this reason middle school/junior high students need many opportunities to use their new bodies in a variety of ways. Numerous short units involving a variety of activities are necessary to relearn old skills and establish new ones. Vigorous physical activity is essential to the rapidly developing bodies of boys and girls at this level to ensure optimal growth and development as well as to build and maintain physical fitness. Endurance activities are appropriate, but it should be recognized that transescents tire easily.

Affective: Transescent students need practice in being people. They seem to change behavior by the hour, and their next move is unpredictable. Physical education programs provide opportunities for students to lead and to follow, to try new activities, to excel, and to fail. Team sports are appropriate at this level from the standpoints of cooperation, teamwork, belonging, and general "gang" activity. Individual sports and activities are also essential to foster independent activity and prepare for lifetime fitness. Although coeducational activities may provide some difficult behavior problems for teachers, this level provides some of the best opportunities to teach appropriate boy/girl relationships.

Cognitive: Curriculum planners should keep in mind that 10-12 year-old students are typically in a period of rapid brain growth, while the 12-14 year-olds tend to be in a brain growth plateau. The former group can benefit from new and challenging experiences, while the latter may profit more from consolidating and strengthening existing skills.

Teaching Implications for the Age Group 10-14

Differences in physical maturity, intellectual development and emotional growth in transescents suggest the need for a curriculum that is personalized, action-oriented and flexible. The program should be developed by local physical educators and based on district philosophy and goals which are compatible with state goals and guidelines. Local facilities and equipment as well as teacher skills and competencies are important considerations. Activities and learning experiences are based on needs and interests of students being served. Units should be short (10-15 lessons in length) but as varied as possible. Program objectives are communicated to the general public, parents, and participating students. Whenever possible, lessons include a warm-up/stretch period, aerobic activity, skill instruction, practice time, and a cool down/stretch period. Activities at the middle school level encourage individual, small and large group activity. Because of these demands there is a need for some team sport activity, individual physical activity, and particularly an introduction to a variety of lifetime activities.

Curriculum Content for the Age Group 10-14

Six activity categories are included for middle school/junior high physical education. These categories are intentionally more specific than those suggested for elementary levels because the movement skills of children are progressing from general to specific.

Local curriculum developers should consider the following list of activities under curriculum content as a sample of appropriate activities from which they may choose or add to, in order to reach district objectives.

Table 4

Activity List for 10-14 Year-Olds

Health-Related Physical Fitness and Body Development

Aerobic and conditioning activities
Weight training
Body mechanics and Fitness
Diet/weight control/body composition
Par course trails/obstacle courses/circuit training

Rhythms and Dance

Folk/ethnic/line dance
Square dance
Social dance
Rhythmic activities

Lead-up Sports, Skills, and Games

Basketball
Football
Volleyball
Softball
Hockey-type activities
Soccer
Track and field

Gymnastics

Apparatus
Tumbling/free exercise
Self testing/stunts

Aquatics

Water safety skills
(including drownproofing)
Water games/relays
Swimming skills/levels

Lifetime, Leisure, Recreational, Outdoor Activities

Archery
Badminton/tennis/racquet skills
Bowling
Handball
Golf
Skating
Skiing
Backpacking/hiking
Orienteering/camping
Frisbee

Senior High School

Senior high schools in Wisconsin are usually organized on either a grade 9 through 12 or 10 through 12 basis. Within each grade the chronological ages of students frequently vary as much as three years. For these reasons, and also because young people grow and develop at different rates, it should be recognized that the following characteristics of high school students are general in nature. For purposes of discussion, they are again divided into four areas—organic, psychomotor, affective, and cognitive.

Working with 14-19 Year-Olds

Characteristics of the Age Group 14–19

Organic: A great diversity of maturational levels exists among high school students, roughly 14 through 19 years of age. In general, students are approaching their adult size. Girls reach their adult height earlier than boys, usually during their 16th to 17th years. Boys also tend to reach their maximum height during high school, but some continue growing until they are 19 or 20 years old.

Size and weight are frequently sensitive areas for teenagers, especially those who are larger, smaller, or heavier than average. Looking good is important to both boys and girls at this level, and increased attention is given typically to personal appearance, cleanliness, physique, and clothing.

During the high school years, both boys and girls reach sexual maturity. Again, girls precede boys, but both sexes gradually assert their independence and move toward adult behavior patterns. The puberty cycle is usually complete before students graduate from high school. Physical factors which influence success in physical education tend to differ between boys and girls as they progress through high school. Boys continue to gain in muscular strength while girls frequently level off and sometimes even decline in strength. This phenomenon also occurs in the area of physical fitness. Boys tend to maintain or improve their fitness status while girls' performance or measure of fitness declines.

> *A wide range of psychomotor skills exists among the high school population due to the diversity of maturational levels and the activity background of students.*

Psychomotor: Since skill in physical education activities depends upon complex interactions of muscles, bones, and nervous system, it is difficult to identify psychomotor factors accurately. In general, high school students have mastered the normal gross and fine motor skills and developmental patterns associated with elementary grade physical education.

A wide range of psychomotor skills exists among the high school population due to the diversity of maturational levels and the activity background of students. Most high school students will experience significant increases in psychomotor skills with appropriate practice (repetition).

Affective: During the high school years, students move toward adult patterns of behavior in terms of attitudes, emotions and feelings. In general, students are able to recognize their feelings, appreciate the feelings of others, and put themselves in the place of others. They can deal intellectually with the concepts of sportsmanship, cooperation, emotional control, and fair play.

Cognitive: The high school years include Piaget's period of formal operations when young people reach adult patterns of thinking (Gallagher and Reid). Students are able to use logic and reason in making decisions. They are able to think abstractly and learn from simulation activities.

It should be noted that one of the brain growth spurts studied by Epstein occurs between the ages of 14-16. According to Epstein, "new and higher level cognitive processes" can be introduced successfully during brain growth spurts, while the intervening plateaus are best used for learning through existing skill levels.

In general, high school students are more capable of learning abstractions, gaining insights, and forming generalizations than they were in earlier grades.

Program Implications for the Age Group 14-19

A sound physical education program should use what is known about the organic, psychomotor, affective, and cognitive characteristics of senior high students to help satisfy the 21 program objectives listed previously.

The broad range of abilities and interests among students implies a correspondingly broad selection of activities in the curriculum. A fortunate fact about physical education is that there are dozens of activities which can lead to the attainment of the same objectives. Neither all schools nor all students need to engage in the same activities.

The high school program should move gradually from a structured to selective organization. The first year in a three year high school or the first two years in a four year high school might offer limited choices of activities,while the junior and senior years might approach complete selectivity. Since students are nearing adulthood and complete freedom of choice in activities, the latter high school years provide excellent opportunities to practice decision making.

Some schools ensure both structure and selection by allowing choices within requirements. For example, all students may be required to take a cardiovascular fitness unit, but they can choose among jogging, cycling, distance swimming, and cross-country skiing. In such schools, students are required to complete a specified number of units within a given number of categories. Categories are selected according to their potential for satisfying the physical education goals and objectives of the district.

The capability of senior high school students to reason and exercise mature judgment makes learning the "why" of physical education a natural component of the high school program. Basic physiology of exercise, the effects of exercise on the human body, can be taught with success at this level. Teachers who guard the activity component of their program closely, and justifiably object to making physical education a lecture course, might explore such materials as *Basic Stuff* from AAHPERD and *Fitness for Life* by the Scott-Foresman Company, which can teach cognitive concepts through outside assignments and minimal inactive class time.

The proximity of adulthood also suggests a concentration of lifetime activities in the high school. These can be selected from a pool of appropriate activities which fit local resources, personnel and customs. Lifetime activities allow individuals to remain active at all ages and receive the health-related benefits of physical education.

The psychomotor and cognitive maturity of high school students makes mastery of both physical skills and knowledge concepts appropriate objectives for senior high programs. Attaining advanced skill levels is one proven method for ensuring continuing participation in physical activities.

Teaching Implications for the Age Group 14-19

Since high school students are approaching physical and mental maturity, they should be treated as adults as much as possible. Teachers can place increased reliance on reasoning and logic rather than on authority-based discipline.

Although there is still a significant range of differences in size, weight, strength, and maturity among students, they are, with sufficient practice, generally capable of learning complex skills. Their attention span is longer than it has ever been, and self-motivation is increasing.

Teachers may involve students in program planning and provide options in both activities and administration. Individualized instruction and contract teaching are likely to be successful at the high school level. Student leadership opportunities should also be provided within regular classes and in special leadership programs.

Teachers should avoid talking down to high school students, since they are capable of dealing with reason, logic, and sophisticated concepts. Since students at this level will understand the effects of exercise on the human body, teachers can be very effective in preparing them for lifetime activities.

Curriculum Content for the Age Group 14-19

Table 5 represents typical categories of activities which can be included in high school physical education programs to meet generally accepted goals and objectives. The activities listed under each category are varied and widely accepted, but the list is not complete. Local districts may wish to add additional activities of their own.

Table 5

Activity List for 14-19 Year-Olds

Health-Related Physical Fitness and Body Development

- Aerobic dance/conditioning
- Figure toning
- Weight training
- Body mechanics
- Rope jumping
- Jogging
- Diet and weight control
- Par course trails
- Effects of exercise on the human body

Rhythms and Dance

- Folk/ethnic dance
- Square dance
- Social dance
- Creative/modern dance
- Ballet
- Rhythmic activities, i.e. tinikling

Sports, Skills, and Games

- Basketball
- Touch football
- Volleyball
- Softball
- Wrestling
- Field hockey
- Floor hockey
- Soccer
- Track and field
- Team handball

Gymnastics

- Apparatus
- Tumbling
- Modern gymnastics

Aquatics

- Swimming levels
- Diving
- Synchronized swimming
- Water games
- Lifesaving

Lifetime, Leisure, Recreational, Outdoor Activities

- Archery
- Backpacking/hiking
- Badminton
- Bowling
- Cross country skiing
- Curling
- Golf
- Orienteering
- Outdoor adventure and survival
- Racquetball
- Rappelling
- Skating
- Tennis

It is recognized that many small high schools in Wisconsin find it difficult to provide the large numbers of activities and opportunities for choice offered in larger schools. In small schools it is especially important for curriculum makers to structure their programs to include activities which are varied in nature and capable of satisfying accepted objectives. It may be advisable to schedule some activities on alternate years, rather than yearly, so that students can experience a comprehensive program during their high school career.

It is not necessary to include all the listed activities in a high school program, but some activities should be included from each category.

References

Basic Stuff Series. American Alliance for Health, Physical Education, Recreation, and Dance. American Alliance Publication, P.O. Box 704, Waldorf, Maryland 20601.

Corbin, Charles B. and Ruth Lindsey. *Fitness For Life.* Glenview, IL: Scott, Foresman, and Company, 1985.

Epstein, H. T. "Brain Growth and Cognitive Functioning." *Colorado Journal of Educational Research* (Fall 1979).

Gallagher, Jeanette McCarthy and D. Kim Reid. *The Learning Theory of Piaget and Inhelder.* Monterey, CA: Brooks/Cole Publishing Co., 1981.

Sample K-12 Student Objectives, Activities, and Methods of Evaluation

Focus
Physical Fitness
Psychomotor Skills
Knowledge and Understanding
Attitudes and Behaviors

Focus

Having studied the characteristics of each age group, planners can structure activities, student objectives, and evaluation procedures with a progression based upon appropriate developmental factors.

As curriculum developers reach the point of considering student objectives, several important decisions have already been made. A philosophy of physical education, consistent with the district's general education philosophy, has been developed and accepted by the administration and board of education. Program objectives which strongly reflect that philosophy have also been developed.

Having studied the characteristics of each age group, planners can structure activities, student objectives, and evaluation procedures with a progression based upon appropriate developmental factors.

Sample student objectives and evaluation activities are provided at each level for the 21 program objectives suggested in section 1 of this guide. The objectives and the evaluation suggestions are not intended to be inclusive but are meant to offer a model process for curriculum development which can be applied to activity selection at all levels.

Physical Fitness

Goal–To Develop and Maintain a High Level of Physical Fitness

1. *To develop cardiovascular strength and endurance*

Ages 3-5 Student Objective: The student will move to "Jumping Little Jerry" for the entire record (from *Aerobic Dance for Kids*).
Evaluation: Teacher observation

Ages 6-7 Student Objective: The student will demonstrate cardiovascular strength and endurance by dancing to Pop Goes the Weasel without stopping for the entire length of the record (from *Elementary Aerobic Fitness*).
Evaluation: Teacher observation

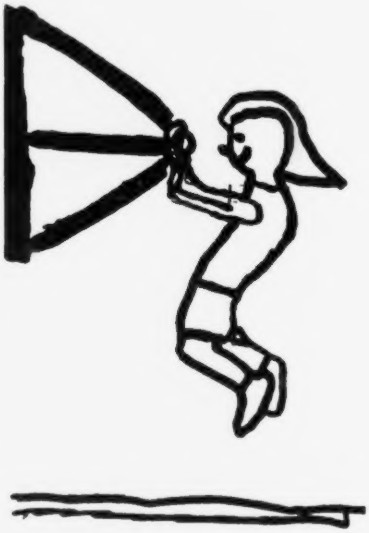
Ages 9-11 Student Objective: The student will demonstrate cardiovascular strength and endurance by jumping rope continuously to a three-minute record.
Evaluation: Teacher test or self-timed test

Ages 10-14 Student Objective: The student will attain at least the 50th percentile on a 9-minute run test
Evaluation: The AAHPERD Health Related Fitness Test, Cooper's Aerobic Fitness Test, or a teacher-constructed local fitness test

Ages 14-19 Student Objective: The student will score at or above the 50th percentile on the 12-minute run.
Evaluation: Cooper's 12-minute run norms, AAHPERD Health Related Physical Fitness Test

2. *To develop muscular strength and endurance*

Ages 3-5 Student Objective: The student will demonstrate muscular strength and endurance by gripping and hanging from the chin-up bar.
Evaluation: Teacher observation



Ages 6-8 Student Objective: The student will demonstrate muscular strength and endurance by hanging on the chinning bar with a reverse grip for 15 seconds.
Evaluation: Teacher timing

Ages 9-11 Student Objective: The student will demonstrate muscular strength and endurance by completing 15 bent knee sit-ups in 30 seconds.
Evaluation: Teacher test or self-timed test

Ages 10-14 Student Objective: The student will attain at least the 50th percentile on the flexed arm/pull-up test.
Evaluation: The AAHPERD Youth Fitness Test

Ages 14-19 Student Objective: The student will increase the weight lifted with weightlifting equipment by ten pounds in a six-week period.
Evaluation: Student check off or record in weightlifting log

3. *To develop agility*

Ages 3-5 Student Objective: The student will slide to the left and right, matching the teacher's change of directions.
Evaluation: Teacher observation

Ages 6-8 Student Objective: The student will demonstrate agility by moving three times through an agility pattern without stopping or losing control.
Evaluation: Teacher observation, using a locally constructed agility pattern.

Ages 9-11 Student Objective: The student will demonstrate agility by doing the shuttle run at the 50th percentile or better on an agility test.
Evaluation: Teacher administration of the AAHPERD Youth Fitness Test

Ages 10-14 Student Objective: The student will attain at least the 40th percentile on a shuttle-run test.
Evaluation: The AAHPERD Youth Fitness Test

Ages 14-19 Student Objective: The student will improve his or her time and technique on a specified obstacle course.
Evaluation: Teacher observation or timed run on a school obstacle course

4. *To develop flexibility*

Ages 3-5 Student Objective: The student will bend and stretch body parts in a "copy me" activity.
Evaluation: Teacher observation

Ages 6-8 Student Objective: The student will demonstrate flexibility by doing the "pretzel" (the student lies on his or her stomach with knees bent, crosses his or her feet, then reaches back to grasp the toes.)
Evaluation: Teacher observation

Ages 9-11 Student Objective: The student will demonstrate flexibility by holding the bridge position for 60 seconds.
Evaluation: Teacher or partner observation

Ages 10-14 Student Objective: The student will attain at least the 50th percentile on a sit and reach test.
Evaluation: Teacher test or AAHPERD Health Related Fitness Test

Ages 14-19 Student Objective: The student will develop a series of exercises which adults can use to maintain body flexibility.
Evaluation: Teacher assessment

5. *To control weight and body composition*

Ages 3-5 Student Objective: The student will understand that food makes the body grow.
Evaluation: Teacher discussion with group and individuals

Ages 6-8 Student Objective: The student will be aware of the relationship between eating habits and body composition.
Evaluation: Teacher testing (oral)

Ages 9-11 Student Objective: The student will progress toward a body composition appropriate for his or her age and height by using sound concepts of exercise and diet.
Evaluation: Use of Skinfold Test in the AAHPERD Health Related Fitness Test

Ages 10-14 Student Objective: The student will maintain weight and percent body fat appropriate for his or her age, height, sex, and bone structure.
Evaluation: AAHPERD Health Related Fitness Test, charts in *You-A Guide to Food, Exercise and Nutrition* (National Dairy Council)

Ages 14-19 Student Objective: The student will design a personal diet and exercise program which will maintain a desirable ratio of body fat to total weight.
Evaluation: AAHPERD Health Related Fitness Test and teacher evaluation of caloric intake and energy expenditure

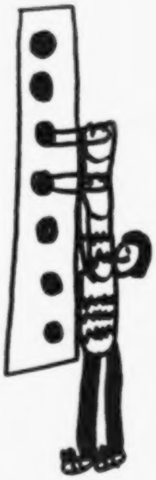
---

Psychomotor Skills

Goal–To Develop a Variety of Psychomotor Skills

6. *To develop gross motor skills*

Ages 3-5 Student Objective: The student will perform a log roll leading with either side.
Evaluation: Teacher observation



Ages 6-8 Student Objective: The student will demonstrate gross motor skill by using two different means of going over a Lind Climber at medium height.
Evaluation: Teacher observation

Ages 9-11 Student Objective: The student will demonstrate gross motor skills by being able to complete continuous forward rolls from a stand to a stand.
Evaluation: Teacher observation

Ages 10-14 Student Objective: The student will demonstrate correct running style, including upright and erect body position, arms swinging at sides, and feet aligned in a straight forward position.
Evaluation: Teacher observation

Ages 14-19 Student Objective: High school students will demonstrate mature gross motor skills except those few who need adapted physical education.
Evaluation: Teacher observation and gross motor testing when indicated

7. *To develop fine motor skills*

Ages 3-5 Student Objective: The student will grasp and pass a bean bag while playing the "Pass the Bean Bag Game."
Evaluation: Teacher observation

Ages 6-8 Student Objective: The student will be able to toss and catch a bean bag with the dominant hand.
Evaluation: Teacher observation

Ages 9-11 Student Objective: The student will demonstrate fine motor skills by being able to do a basic juggling act of toss, toss, catch, catch.
Evaluation: Teacher observation

Ages 10-14 Student Objective: The student will execute continuous volleyball overhead sets using fingertip control and good eye/hand coordination.
Evaluation: Partner evaluation or teacher observation

Ages 14-19 Student Objective: High school students will demonstrate mature fine motor skills except those few who need adapted physical education.
Evaluation: Teacher observation and fine motor testing when indicated

8. *To teach appropriate developmental motor patterns*

Ages 3-5 Student Objective: The student will perform five consecutive jumps.
Evaluation: Teacher observation

Ages 6-8 Student Objective: The student will be able to perform a mature slide and gallop.
Evaluation: Teacher observation

Ages 9-11 Student Objective: The student will demonstrate age appropriate developmental motor patterns by performing at the 50th percentile on a local par course which requires jumping, climbing, swinging, and balancing.
Evaluation: Local test

Ages 10-14 Student Objective: The student will perform combinations of basic locomotor patterns, including the run, step, and hop.
Evaluation: Teacher observation

Ages 14-19 Student Objective: High school students will usually have mastered developmental motor patterns except those few who need adapted physical education.
Evaluation: Teacher observation and testing when indicated

9. *To teach the sports skills of our culture and other cultures*

Ages 3-5 Student Objective: The student will maintain balance when stopping from a fast locomotor movement.
Evaluation: Teacher observation

Ages 6-8 Student Objective: The student will be able to bounce a ball ten times with the dominant hand.
Evaluation: Teacher observation

Ages 9-11 Student Objective: The student will demonstrate sport skills by dribbling a soccer ball through a zig-zag course using the toe or inside of the foot.
Evaluation: Teacher observation and timing on a locally devised test

Ages 10-14 Student Objective: The student will serve a volleyball successfully to a specified quadrant of the opponents' court, five out of ten times.
Evaluation: Teacher observation

Ages 14-19 Student Objective: The student will score at the 50th percentile on a softball pitching test.
Evaluation: AAHPERD Softball Skills Test Manual

10. To teach sports and other activities for lifetime use

Ages 3-5 Student Objective: The student will toss the ball over a four-foot net.
Evaluation: Teacher observation

Ages 6-8 Student Objective: The student will jog for five minutes without undue stress.
Evaluation: Teacher observation

Ages 9-11 Student Objective: The student will perform throwing movements using upper body rotation, weight transfer, and follow through.
Evaluation: Teacher observation

Ages 10-14 Student Objective: The student will participate in out-of-class physical activities at least twice weekly.
Evaluation: Fitness log, team rosters, parent report

Ages 14-19 Student Objective: The student will place three out of ten golf approach shots within fifteen feet of the hole from five feet off the green.
Evaluation: Short iron skill test and small group self-evaluation

Knowledge and Understanding

Goal–To Develop a Knowledge and Understanding of Physical Education

11. *To teach the basic principles of physiology of exercise*

Ages 3-5 Student Objective: The student will understand that exercise makes muscles stronger.
Evaluation: Group and individual discussion with teacher

Ages 6-8 Student Objective: The student will demonstrate an understanding that muscles need a warm-up before exercising.
Evaluation: Class discussion and teacher observation of student preparing for activity

Ages 9-11 Student Objective: The student will demonstrate knowledge and understanding that stretching increases muscle flexibility.
Evaluation: Class discussion and teacher-made test

Ages 10-14 Student Objective: The student will explain how vigorously one should exercise by using heart rate target zones for age levels.
Evaluation: Written test or oral report

Ages 14-19 Student Objective: The student will compute his or her target exercise heart rate.
Evaluation: Practical class test based on Cooper's formula

12. *To teach how scientific principles apply to one's own movement*

Ages 3-5 Student Objective: The student will demonstrate that balancing on two feet on a beam is easier than balancing on one foot.
Evaluation: Teacher observation

Ages 6-8 Student Objective: The student will demonstrate an understanding that a follow through (stretch) increases accuracy.
Evaluation: Teacher test of throwing skill

Ages 9-11 Student Objective: The student will apply scientific principles in his or her movement activities by demonstrating the effect of weight transfer in creating force when using a striking instrument such as a wooden paddle.
Evaluation: Subjective teacher rating

Ages 10-14 Student Objective: Through activities such as headstands and handstands the student will demonstrate the use of various bases of support.
Evaluation: Self-testing, analysis of others' performance, teacher observation

Ages 14-19 Student Objective: The student will exhibit a jogging style in which the feet are planted straight ahead, the body is in an erect position, and the hands do not cross the mid-line of the body during the arm swing.
Evaluation: Partner observation, teacher observation, or examination of videotape

13. *To teach the application of the health-related components of physical education*

Ages 3-5 Student Objective: The student will demonstrate an understanding that running is good for the heart.
Evaluation: Group and individual discussion with teacher

Ages 6-8 Student Objective: The student will demonstrate an understanding that the heart is a muscle which responds to exercise by beating faster.
Evaluation: The teacher will administer an oral test and practical test. Students will feel their pulse before and after running twice around the gym

Ages 9-11 Student Objective: The student will demonstrate the positive effects of exercises.
Evaluation: Teacher-made tests of strength, endurance, and agility using pre- and post-practice measurements

Ages 10-14 Student Objective: The student will demonstrate the improvement in flexibility which occurs as a result of stretching exercises performed in class.
Evaluation: Six week pre- and post-records on the AAHPERD Health Related Fitness Test sit and reach item

Ages 14-19 Student Objective: The student will explain the difference in efficiency of the lower resting heart rates of conditioned persons and the higher resting heart rates of nonconditioned persons.
Evaluation: Passing grade on a teacher-made test or explanation of the concepts to class or group

14. To teach the cognitive components of sports, games, aquatics, and dance

Ages 3-5 Student Objective: The student will demonstrate an understanding that rules in the gym are necessary.
Evaluation: Teacher observation and group discussion

Ages 6-8 Student Objective: The student will demonstrate an understanding of the concept of self space (a space large enough for a child to work without interference, usually bounded by the distance a child can step and reach in any direction).
Evaluation: Teacher observation

Ages 9-11 Student Objective: The student will demonstrate an understanding of the cognitive components of physical education by explaining the function of rules in volleyball.
Evaluation: Class discussion or teacher-made test

Ages 10-14 Student Objective: The student will demonstrate a knowledge of soccer game rules and strategies.
Evaluation: Passing grade according to district levels on a written soccer test

Ages 14-19 Student Objective: The student will use acquired knowledge of equipment quality and safety in purchasing his or her personal items.
Evaluation: Written report to teacher on the concepts used in purchasing personal items of sports equipment

---

Attitudes and Behaviors

Goal–To Develop Positive Attitudes and Behaviors

15. To teach good sportsmanship

Ages 3-5 Student Objective: The student will learn to take turns.
Evaluation: Teacher observation

Ages 6-8 Student Objective: The student will demonstrate an understanding of sportsmanship by willingly sharing equipment with a partner.
Evaluation: Teacher observation

Ages 9-11 Student Objective: The student will demonstrate an understanding of sportsmanship by working with his or her class to divide themselves into equally skilled groups for activity.
Evaluation: Teacher observation

Ages 10-14 Student Objective: The student will understand the concepts of good sportsmanship as they apply to spectators.
Evaluation: Student's report (written) on crowd behavior at a local basketball game

Ages 14-19 Student Objective: The student will win and lose graciously, congratulate opponents, and treat officials respectfully.
Evaluation: Teacher observation during class competition or tournaments

16. To teach cooperation and teamwork

Ages 3-5 Student Objective: The student will put equipment away when finished working with it.
Evaluation: Teacher observation

Ages 6-8 Student Objective: The student will demonstrate the use of cooperation and teamwork by being able to gallop/slide in unison with a partner.
Evaluation: Teacher observation

Ages 9-11 Student Objective: The student will demonstrate the use of cooperation and teamwork by performing a dance which involves frequent partner changes.
Evaluation: Teacher observation and rating

Ages 10-14 Student Objective: The student will demonstrate the ability to work and plan with others in a problem-solving situation.
Evaluation: Teacher observation of students solving group problems from *Cooperative Sports and Games Book* (Orlick)

Ages 14-19 Student Objective: The student will pass to open teammates, screen for other players, and talk to teammates on defense in basketball.
Evaluation: Teacher observation and rating by teammates

17. To teach appreciation for regular physical activity

Ages 3-5 Student Objective: The student will show enthusiasm for "gym time".
Evaluation: Teacher observation and parent conference

Ages 6-8 Student Objective: The student will demonstrate an appreciation for regular physical activities by overtly enjoying the activities completed during the class period.
Evaluation: Teacher observation

Ages 9-11 Student Objective: The student will participate voluntarily in out-of-school activities.
Evaluation: Teacher records or student log

Ages 10-14 Student Objective: The student will demonstrate a knowledge of the physical, social, and emotional values of regular exercise.
Evaluation: Oral discussion, written tests, exercise log

Ages 14-19 Student Objective: The student will participate in at least one form of a sport, dance, exercise, or other physical activity program on a regular basis (one and a-half hours per week minimum) outside of physical education classes.
Evaluation: Exercise/activity log or parent or outside instructor report

18. To teach emotional control

302
Highlands
1
St. Pius
5

Ages 3-5 Student Objective: The student will use constructive means of expressing frustration or enthusiasm.
Evaluation: Teacher observation

Ages 6-8 Student Objective: The child will exhibit emotional control by not becoming frustrated when unable to perform a particular skill.
Evaluation: Teacher observation

Ages 9-11 Student Objective: The student will be able to experience defeat or victory without overreacting.
Evaluation: Teacher observation in competitive class situations

Ages 10-14 Student Objective: The student will accept officials' decisions in competitive class situations without displaying inappropriate behavior.
Evaluation: Self-evaluation, peer evaluation, teacher observation in class volleyball games

Ages 14-19 Student Objective: The student will participate in competitive sports without losing control in tense situations.
Evaluation: Teacher observation of class play and/or self-evaluation checklist

19. To teach leadership and followership skills

Ages 3-5 Student Objective: The student will be able to play "Follow the Leader."
Evaluation: Teacher observation

Ages 6-8 Student Objective: The student will demonstrate the ability to lead and follow by working with a partner doing mirror images, using slow movement.
Evaluation: Teacher observation

Ages 9-11 Student Objective: The student will demonstrate the ability to lead and follow by working in groups of five people to create a jump rope routine.
Evaluation: Teacher observation

Ages 10-14 Student Objective: The student will willingly accept appointments or volunteer for responsibility as team captain, referee, or team member.
Evaluation: Teacher observation

Ages 14-19 Student Objective: The student will assume the responsibility and complete the duties of a team or squad leader at least once during the school year.
Evaluation: Teacher assignment and observation and/or group evaluation

20. *To teach the recognition of one's own strengths and weaknesses as well as those of others*

Ages 3-5 Student Objective: The student will demonstrate an understanding that we are not all alike in size, strength, or ability.
Evaluation: Teacher observation and discussion

Ages 6-8 Student Objective: The student will understand the concept that practice leads to improvement, not necessarily to perfection.
Evaluation: Teacher observation and discussion

Ages 9-11 Student Objective: The student will demonstrate the ability to accept his or her own strengths and limitations by explaining how to set realistic individual goals based on assessment of current skill levels.
Evaluation: Class discussion and development of individual plans

Ages 10-14 Student Objective: The student will list at least two specific skills in which each of his or her teammates or squad members could improve performance in soccer.
Evaluation: Written assignment

Ages 14-19 Student Objective: The student will develop a profile of his or her strengths and weaknesses in physical education, including physical fitness, psychomotor skills, cognitive components, and affective attitudes and behaviors.
Evaluation: Self-developed written profile

21. To help students develop a positive self-concept

Ages 3-5 Student Objective: The student will have several successful experiences per class period.
Evaluation: Teacher observation and planning

Ages 6-8 Student Objective: The student will learn how to judge improvement in assigned activities and conduct self-evaluation.
Evaluation: Student will report orally on three skills in which he or she has improved

Ages 9-11 Student Objective: The student will develop a positive self-concept by setting realistic individual goals for his or her skill development.
Evaluation: Teacher rating of student's written goals for unit progress in tumbling

Ages 10-14 Student Objective: Students will list 12 personal skills, characteristics, or accomplishments which make them proud of themselves.
Evaluation: Written take-home assignment

Ages 14-19 Student Objective: The student will attempt new activities, accept positive criticism, and value his or her accomplishments.
Evaluation: Teacher observation and a self-evaluation

References

Aerobic Dance for Kids. Freeport, NJ: Education Activities, Inc.

Cooper, Kenneth H. *The Aerobics Program for Total Well-Being.* New York: M. Evans & Company, Inc., 1982.

Elementary Aerobic Fitness (record). Long Branch, NJ: Kimbo Educational.

Health Related Physical Fitness Test Manual. Waldorf, MD: American Alliance for Health, Physical Education, Recreation, and Dance.

Orlick, Terry. *Cooperative Sports & Games Book.* New York: Pantheon Books, 1982.

Softball Skills Test Manual. Waldorf, MD: American Alliance for Health, Physical Education, Recreation, and Dance.

Volleyball Skills Test Manual. Waldorf, MD: American Alliance for Health, Physical Education, Recreation, and Dance.

You–A Guide to Food, Exercise, and Nutrition. Rosemont, IL: National Dairy Council, 1984. (Separate publications for boys and girls.)

Youth Fitness Test Manual. Waldorf, MD: American Alliance for Health, Physical Education, Recreation, and Dance.

Evaluation

Focus
Student Evaluation
Teacher Evaluation
Program Evaluation

Focus

In the continuing process of curriculum development at least three types of evaluation should be considered: student evaluation, program evaluation, and teacher evaluation.

In the continuing process of curriculum development at least three types of evaluation should be considered: student evaluation, program evaluation, and teacher evaluation. Each of these should represent a means to an end rather than an end in itself.

Four major goal areas (physical fitness, psychomotor skills, knowledge and understanding, and positive attitudes and behaviors) with corresponding program objectives have been presented in this guide. Sample student objectives have also been suggested, and local curriculum builders will develop more. It now becomes necessary to measure the progress students are making toward becoming physically educated people and to determine the effects of instructional interventions by teachers. Evaluation serves that purpose.

Student Evaluation

When local district physical education goals and objectives have been established and appropriate learning experiences provided, the success of students in reaching the objectives is of primary importance. Evaluation programs which are carefully planned, continuous, and systematic can provide the following information about students:

- the status, progress, and present levels of performance of students
- student needs
- classification of students based on functional ability
- the strengths and weaknesses of students (physical fitness and motor skills) necessary for instructional placement
- information necessary to guide and motivate students

When selecting the criteria for evaluation, a number of questions should be considered. Such questions should determine whether students at a given developmental level can succeed in reaching the organic, psychomotor, cognitive, and affective goals of physical education. Sample questions include:

Physical Fitness

- Are the students physically fit?
- Can students develop and maintain an appropriate level of health-related physical fitness?
- Do students understand the physiological principles of fitness and can they accurately assess their own fitness levels?

Psychomotor Skills

- Have students developed sufficient physical skills to enjoy recreational activities at all stages of life?
- Can students perform activities which will contribute to improving their fitness levels?
- Have students developed sufficient skills in rhythms, aquatics, and survival activities?
- Are students at developmental levels within the range expected for their chronological ages?

Knowledge and Understanding

- Can students make knowledgeable decisions about their own physical activity?
- Can students plan fitness programs for all stages of their lives?
- Can students explain the basic physiological principles of physical fitness?
- Do students understand the vocational opportunities that sports and dance offer in our present society?

Positive Attitudes and Behaviors

- Do students have sufficient self-confidence to allow them to use and perform physical skills in social settings?
- Are students voluntarily involved in physical activity?
- Do students appreciate the aesthetic qualities of movement?
- Do students demonstrate good sportsmanship, emotional control, cooperation, and other positive characteristics?

When the criteria for evaluation have been selected, assessment techniques and instruments should be chosen which, on the one hand, make use of precise, objective procedures for generating quantitative data. On the other hand, the subjective judgment of experts is essential in many physical education activities such as dance and gymnastics. Student assessment should also be an integral part of the regular instructional period. Assessment may appropriately include such methods as teacher judgment, peer evaluation, self-appraisal, standard or normative tests, and criterion-referenced tests.

In physical education, skill tests, fitness tests, and written tests are recommended.

Grading

The problems surrounding physical education grading procedures typically relate to the criteria upon which grades are based. If grades are dependent on skill, students who are well-coordinated and experienced in athletics receive the highest rating. If improvement is the primary criterion, students with low skill levels tend to improve the most, earning high grades in the process. If cooperation and effort are considered most important, well-mannered, ambitious students come to the top. There are obvious inequities in basing a grade primarily on any one of these factors.

The process of grading seems most satisfactory when it reflects the extent to which students reach objectives which have been established for the course. High grades are not considered rewards, nor are low grades a means of punishment. Rather, grades are used to measure progress and indicate needs for improvement.

When this is the case, arguments regarding letter grades versus pass-fail become academic, since both measure the same thing. Letter grades are simply more discriminating in indicating the extent of student progress. In either case, the grading procedure used in physical education should be similar to the practice in other subjects in order to maintain consistency throughout the school or district. Using pass-fail for physical education and letter grades for other subjects usually indicates that physical education classes are too large to grade objectively, or there is no established plan for objective evaluation in physical education.

The process of grading seems most satisfactory when it reflects the extent to which students reach objectives which have been established for the course.

Defensible physical education grading systems usually measure student progress in four goal areas: (1) fitness development, (2) skill development, (3) cognitive development, and (4) affective development. The weighting of these factors depends upon the specific objectives which have been developed locally for each grade or developmental level, and for each student.

Successful physical education grading systems seem to have certain characteristics in common.

- Courses or units have specific objectives toward which students work.
- Student progress toward objectives is measured frequently and objectively.
- Grades measure the extent to which students progress toward objectives.
- Objectives are individualized as much as possible.
- When affective objectives (leadership, sportsmanship, cooperation, self-control) are included in grading, there are means of documenting student progress.
- Disciplinary factors and participation are reported separately from progress toward instructional objectives.
- Grades are based upon measures of physical fitness, skills, knowledge, and affective factors.
- Grades are based upon factors which can realistically be changed during a given grading period.

Since physical education is a mandatory course for all students in Wisconsin public schools, it is assumed that, with reasonable effort, all students are capable of succeeding. Grading systems should provide an equitable and accurate means of gauging student success.

Program Evaluation

When evaluation indicates that satisfactory progress toward objectives is being made by most students, it can be assumed that the physical education program is not significantly awry. However, when it becomes evident that students are not progressing satisfactorily, the program becomes suspect. In either case, it is advisable to conduct regular program evaluation. Good programs can always be updated and improved, and deficient programs need to be identified.

Program evaluation can be conducted in a number of ways. Local curriculum review committees with representation from school administration, parents, students, and teachers often prove effective. One kind of tool for program evaluation can be a self-evaluation instrument such as the one presented in Appendix A.

It is also effective in most cases to bring in outside evaluators who are knowledgeable but not close to the local situation. Outside evaluators may be selected by the district or provided through such agencies as the North Central Association of Colleges and Schools or the School Evaluation Consortium (See Suggested Resources).

Good programs can always be updated and improved, and deficient programs need to be identified.

Teacher Evaluation

In addition to student evaluation and program evaluation, frequent teacher evaluation is recommended, primarily for the purpose of improving instruction. Although teacher evaluation is most frequently conducted by school administrators, it can be accomplished by self-evaluation, cooperative teacher efforts, and outside evaluators.

Teacher evaluation frequently becomes a sensitive issue, particularly if it is associated with job security, salary increments, or advancement. Both administrators and teachers will benefit if they can view evaluation as a means of providing better opportunities for students. Good evaluators seek ways to make evaluation a nonthreatening experience for teachers.

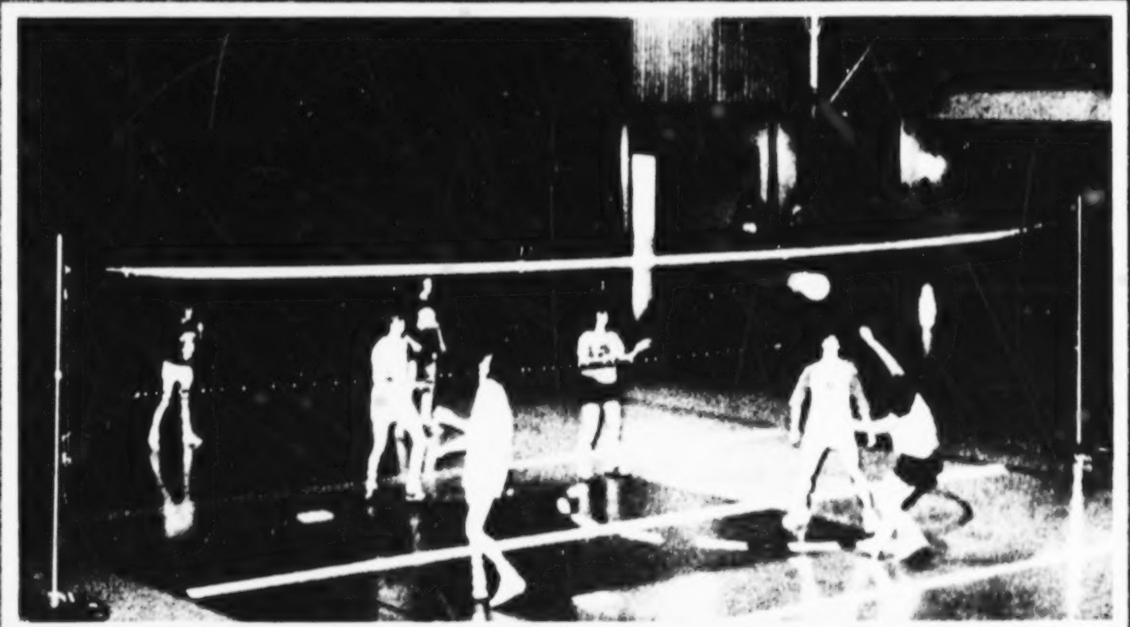
When weaknesses or deficiencies are identified in individual teachers or groups of teachers, they should be treated as reasons for inservice and professional development programs, rather than cause for punitive measures.

[illegible] administration

5

Legal Requirements

[illegible]



Legal Requirements

Several federal and state statutes and regulations directly affect the physical education curriculum. They are designed to protect the health and safety of participants in physical education and sports activities sponsored by the schools and to insure that all students, including the handicapped, will have an equal opportunity to take part in physical education programs.

Federal Laws

The United States Congress has passed a number of laws which address nondiscrimination on the basis of race, color, national origin, sex, age, and handicapping condition. Three of these laws have implications for physical education programs.

Laws are designed to protect the health and safety of participants in physical education and sports activities sponsored by the schools and to insure that all students, including the handicapped, will have an equal opportunity to take part in physical education programs.

Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity..."

The regulations promulgated to implement Title IX in most instances prohibit scheduling classes on the basis of sex. They also require that programs, facilities, and equipment be made equally available to students regardless of sex.

School facilities must be accessible to handicapped students, and school districts must provide them with equal opportunities for participation in physical education, interschool, club, and intramural activities. Section 504 of the Rehabilitation Act of 1973 states:

> No otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity. The act further states: No qualified handicapped person shall, because a recipient's facilities are inaccessible to or unusable by handicapped persons, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity to which this part applies.

The Education of All Handicapped Children Act of 1975 (P.L. 94-142) requires that physical education services, specially designed if necessary, must be made available to every handicapped child. The rules and regulations developed to implement the law (P.L. 94-142) define physical education as programs to develop physical and motor fitness, fundamental motor skills and patterns, skills in aquatics, dance, individual and group games and sports including intramural and lifetime sports.

An individual program must be developed for each handicapped child, addressing that child's physical education needs.

State Laws and Standards

Physical education was first mandated by the Wisconsin legislature in 1923. All public schools were required to offer physical education as a partial remedy to the low fitness status of armed service inductees in World War I. Since then very few changes have been made in the law.

Chapter 118.01(2)(d)(2)(a) of the Wisconsin Statutes (revised 1984) states:

> Each school board shall provide an instructional program designed to give pupils: Knowledge of the theory and practice of physical education, including the development and maintenance of physical fitness . . . .

School district standards also were revised in 1984. Chapter 121.02(1) of the statutes refers to physical education in the following requirements:

> (j) Each school board shall ensure that instruction in elementary and high schools in health, physical education, art, and music is provided by qualified teachers.
> (k) Develop a written, sequential curriculum plan that includes language arts, mathematics, social studies, science, health, computer literacy, environmental education, vocational education, physical education, art, and music. The plan shall specify objectives, course content, and resources and shall include a program evaluation method.
> (l) 1. In the elementary grades, provide regular instruction in reading, language arts, social studies, mathematics, science, health, physical education, art, and music.
> 2. In grades 5 to 8, provide regular instruction in language arts, social studies, mathematics, science, health, physical education, art, and music. The school board shall also provide pupils with an introduction to career explanation and planning.
> 3. In grades 9 to 12, provide access to an educational program that enables pupils each year to study English, social studies, mathematics, science, vocational education, foreign language, physical education, art, and music. In this subdivision, "access" means an opportunity to study through school district course offerings, independent study, cooperative educational service agencies or cooperative arrangements between school boards and post-secondary instruction.

The administrative rule for these standards also has the force of law. PI 8.01(2)(l)(2) states that:

> Physical education instruction shall be provided in accordance with a developmental, sequential, comprehensive physical education curriculum and program of instruction for all students. Instruction in grades K-6 shall be daily* and shall be conducted by

> or under the supervision of a department certificated physical education teacher except that 6th graders may be scheduled in accordance with the criteria for scheduling grades 7-12 when housed in an organization including any of those grades. All students in grades 7-12 shall participate in the instructional program of physical education taught by a department certificated physical education teacher except that in senior high schools which offer programs based on Lifetime Sports one year or the equivalent may be optional. (*Days on which special activities are conducted may be exempt.)

Supervision under PI 8.01(2)(l)(2) may include such activities as inservice, small and large group demonstrations, classroom visits, conferences, instruction via television, and direct assistance to other teachers.

On the days when the classroom teacher acts as instructor, the content and lesson plan development should be supervised by a physical education specialist.

The reference to a developmental, sequential, comprehensive physical education curriculum provides that each school district be able to demonstrate a logical progression of physical education activities from kindergarten through 12th grade. This should be done by means of written curriculum materials or guides.

A certificated teacher of physical education is one who has been licensed by the State of Wisconsin to teach in the public schools. Such teachers must have completed a major or minor program in physical education approved by the DPI, if obtained in a Wisconsin college or university. Out of state graduates must have their credits evaluated by the DPI. Teachers may be limited to specific levels based upon their preparation, and teachers with a minor must obtain a major or a Master's Degree in physical education within three years after graduation.

At the secondary level, instruction must be by a certificated physical education teacher, although this does not deny the possibility of using resource instructors under special conditions.

The required daily program in kindergarten through sixth grade does not mandate periods of specific length, although 30 minutes is considered an appropriate minimum (see Appendix H). It is not expected that all schools will be able to schedule all children into a gymnasium each day. The use of other areas, both outside and inside, is anticipated. Appropriate activities may be conducted in classrooms, multipurpose rooms, or even hallways when necessary.

Physical Education Graduation Requirement

In 1984 the Wisconsin legislature passed a law, S118.33 STATS, which requires a minimum of 13.0 credits in six specified subjects for high school graduation. Students are required to earn 1.5 credits in physical education. The Administrative Rule, PI 18.03(1)(f), requires "1.5 credits of physical education which incorporate instruction in the effects of exercise on the human body, health-related physical fitness, and activities for lifetime use."

The mandated components of the 1.5 credit requirement were selected specifically so that students would experience the benefits of physical activity which have been proven by research. One such benefit, physical fitness, can be developed and maintained only through regular, vigorous activity. For this reason, it is strongly recommended that the required 1.5 credits of physical education be scheduled as regularly as possible. Daily physical education each year provides the maximum benefit to students with alternate day scheduling as the next best alternative. Scheduling practices which keep students out of physical education for long periods of time should be avoided.

Learning about the effects of exercise on the human body, health-related fitness, and lifetime activities is both a physical and cognitive process. Physical education classes should concentrate on teaching activities, but the rationale for activities and their effects must also be taught.

Students With Special Needs

In physical education, as in other fields of study, all students do not learn at the same rate or reach the same level of achievement. Frequently, this is a result of conditions or handicaps over which students and teachers have little control. Examples of such conditions include blindness, loss of hearing, mental retardation, orthopedic problems, and asthma.

If we accept the premise that all people are special, we are better able to deal with individual differences in different individuals.
– Unknown

Historically, students with handicapping conditions were either excused from physical education or placed in classes with modified programs taught by teachers with some interest or preparation in adapted physical education. Obviously, all students with special physical education needs were not offered equal opportunities.

Physical education philosophy has been consistent in maintaining that the goals of physical education are appropriate and attainable for all students, regardless of their handicaps or special needs. If cardiovascular strength is important for normal students, it must be important for handicapped students. This is true also of strength, flexibility, skills, attitudes, and recreational needs. Only the means of attaining these goals differ in physical education for the handicapped.

It is not within the scope of this publication to deal in depth with physical education for the handicapped. The topic presents problems and complexities which require a separate publication. However, a number of items are included here for the benefit of curriculum committees which must consider students with special needs and plan special programs for them.

Legal Requirements

It should be emphasized that the general Wisconsin physical education requirements discussed on pages 55-57 apply equally to handicapped students. In addition, however, federal laws which have significant implications for physical education were noted.

Under these laws, school facilities must be accessible to handicapped students and school districts must provide them with equal opportunities for participation in physical education, interschool, club, and intramural activities.

The Education of All Handicapped Children Act of 1975 (P.L. 94-142) requires that physical education services, specially designed if necessary, must be made available to every handicapped child. The rules and regulations developed to implement the law (P.L. 94-142) define physical education as programs to develop physical and motor fitness, fundamental motor skills and patterns, skills in aquatics, dance, individual and group games and sports, including intramural and lifetime sports.

It is important to remember that Public Law 94-142 applies only to students with Exceptional Educational Needs (EEN) who have been officially classified within the categories of hearing impairments or deafness, visual impairments or blindness, deaf-blind impairments, speech impairments, emotional disturbance, mental retardation, orthopedic impairments, learning disabilities, other health impairments, and multihandicapped.

Children classified as EEN may be included in regular physical education (mainstreamed) or specially designed physical education. The placement decisions are made by the district placement officer after the multidisciplinary team (M-team) has determined the student's needs. Each EEN student must have an Individual Education Program (IEP), designed by the IEP committee, indicating that student's present levels of performance, annual goals and short term objectives, special education and related services required, specific dates for beginning and ending special programs and services, and the time and means of re-evaluating the student to determine whether goals are being achieved. The IEP must include physical education, indicating either a mainstream placement or a specially designed physical education program. It is recommended that a physical education teacher be a member of the IEP committee or provide information to the committee.

Assessment for Placement

Placement of children in specially designed physical education should be made on the basis of the best available information from both teacher observation and appropriate assessment instruments. In addition to the typical tests for nonhandicapped students, it is frequently advisable to use such tests as those listed in Appendix I.

Teachers' Qualifications

In Wisconsin, any licensed physical education teacher may legally teach handicapped children in modified, adapted, or specially designed programs. Employers, however, should make every effort to obtain teachers with an emphasis or Master's degree in physical education for the handicapped to assure program quality and avoid problems resulting from inadequate preparation.

Certification in Physical Education—Special Education (860) is available to teachers who have completed a physical education major and a minimum of 9 semester credits in: (1) psychology or nature of exceptional children; (2) practicum in physical education with exceptional children; and (3) an elective in special education. Certification in Physical Education—Special Education (860) is mandatory for physical education teachers whose salaries are being subsidized by the State of Wisconsin (Chapter 115) or by the federal government (P.L. 94-142).

Related Services

Public Law 94-142 requires that school districts provide special education for EEN students. Sometimes EEN students cannot take full advantage of special education without support from such areas as physical therapy, occupational therapy, or recreational therapy. These are called related services as differentiated from direct services such as physical education. Related services are provided by school districts only when they are necessary for students to benefit from special education, but not to satisfy needs which are primarily medical or recreational. Physical education and related services should never be used to substitute for each other.

Physical education and related services should never be used to substitute for each other.

Programming for Specially Designed Physical Education

Since a separate publication is being planned for Physical Education for the Handicapped, programming will not be considered in detail here. Curriculum planners should be aware, however, that P.L. 94-142 mandates physical education for all handicapped students.

It is also essential to recognize that handicapped children should be placed in the least restrictive physical education program which is appropriate to their skills and abilities. It is not only illegal, but educationally unsound, to either group students together solely because they are handicapped, or to automatically mainstream them into a "sink or swim" situation. Desirable placement procedures focus on the individual needs of each child.

Programming for Non-EEN Students

When gross motor or perceptual-motor skill deficiencies are found in non-EEN students, instructors should have access to developmental materials for diagnosing and prescribing individual programs. Ideally, such students should be placed in a program supplemental to the regular physical education program.

An effective supplemental program might function in the following format:

- Children who appear to be functioning below normal in areas of physical fitness, motor performance, and/or perceptual-motor performance are screened individually to determine their level of function. Time to properly screen students should be provided as a specific part of each instructor's responsibility.

- Screening should involve a review of pertinent information related to the learner, testing the learner, assessing the learner's performance on the basis of the accumulated information, prescribing tasks and activities, and establishing a schedule for evaluating the learner's performance progress.
- A supplemental program might be one or two 25-minute classes per week in addition to the student's regular physical education class.
- It should not be assumed that a student will participate indefinitely in a supplemental program. Evaluation should be ongoing with a return to regular physical education as the eventual goal. Children with severe problems should be considered for placement with the adaptive physical education specialist.

The evaluation process can be accomplished with established norm-based tests and also through informal evaluation and observation, using such developmental materials as found in Arnheim and Sinclair's *The Clumsy Child*, Gallahue's *Motor Development in Children*, and the *Project Active* program.

Equity

The people of Wisconsin and the nation recognize the differences which exist in the experiences of women and men, ethnic groups, all races and colors, and people of varying physical and mental abilities. Differences of these kinds often result in educational sorting, grouping, and tracking of female, minority, and disabled students, preventing them from exploring all the options which their abilities might warrant. The cost of bias to academic achievement, psychological and physical development, careers, and family relationships is significant. Each student should have the opportunity to observe his or her own place in the curriculum, to grow and develop, and to attain identity.

The cost of bias to academic achievement, psychological and physical development, careers, and family relationships is significant.

To that end, the Department of Public Instruction recommends the inclusion of all groups in the curriculum and in teaching materials. These forms of bias should be eliminated.

Invisibility: underrepresentation of certain groups, which leads to the implication that these groups are of less value, importance, and significance

Stereotyping: assigning only traditional and rigid roles or attributes to a group, thus limiting the abilities and potential of that group; denying students a knowledge of the diversity, complexity, and variations of any group of individuals

Imbalance/selectivity: presenting only one interpretation of an issue, situation, or group; distorting reality and ignoring complex and differing viewpoints through selective presentation of materials

Unreality: presenting an unrealistic portrayal of our history and our contemporary life experience

Fragmentation/isolation: separating issues related to minorities and women from the main body of the text

Linguistic bias: excluding role and importance of females by constant use of generic "he" and sex-biased words

Wisconsin school district curriculum developers are urged to value all persons by including the contributions, images, and experiences of all groups in curricular objectives and classroom activities.

The field of physical education has struggled with the provision of equitable experiences for handicapped students and girls. Physical education for handicapped students and those with exceptional educational needs has already been addressed under Students with Special Needs.

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in education. In physical education this mean the elimination of traditional single sex classes. All classes must be organized on a coeducational basis except elective classes which might by chance be comprised primarily or entirely of students of one sex.

Provision was made in the rules of this federal law to allow the separation of boys and girls for competition in contact sports within coeducational classes. (Contact sports are defined as wrestling, boxing, rugby, ice hockey, football, basketball, and any other sports whose purpose or major activity involves bodily contact.) Legal separation of boys and girls may also result from ability grouping.

Implementation of coeducational physical education has been difficult for many teachers, parents, and students, mostly because of longstanding cultural practices and stereotypic beliefs about female participation in vigorous physical activities.

Most of the difficulties surrounding coeducational physical education can be eliminated by considering and using the following facts.

- There is no research evidence which suggests that girls and women should avoid strenuous physical activity.
- Males and females both have the same need for programs which build physical fitness, skills, knowledge about the effects of exercise, and sound attitudes and behaviors.
- The differences in size, weight, and experience between boys and girls in physical education can be minimized by using the same procedures employed in single sex classes, namely individualizing instruction, grouping according to appropriate criteria, and evaluating on the basis of reasonable objectives.

- Good physical education is good coeducational physical education. There should be a broad range of activities which meet the needs and interests of both boys and girls.
- Staff development activities which involve both men and women instructors in planning curriculum have proven successful in implementing coeducational programs.
- Wisconsin schools which implemented coeducational programs prior to the passage of Title IX have unanimously reported satisfaction with the change in their programs. None has indicated a desire to return to single sex classes.

Sexual stereotypes and cultural practices have evolved over many years, and complete acceptance of coeducational physical education will also take time. Professional educators, however, should find little difficulty in accepting the need for boys and girls to proceed toward the attainment of physical education goals together.

Legal Liability

Physical educators have an obligation to conduct their programs in such a way as to protect the welfare of students. When teachers understand the legal implications of their work, they become more sensitive to their responsibilities and devise procedures that minimize the frequency of accidents.

The fact that accidents do occur in physical education has several implications for physical educators. First, they are always personally liable for their own negligent behavior, when it results in injury to someone else. In the second place, a suit against the school or instructor may eliminate or seriously weaken the program.

It is essential that staff members inform students in clear and specific terms about the dangers of each physical education activity and instruct them in current safety precautions.

Several considerations should be incorporated into all physical education programs from the standpoint of legal liability. It is essential that staff members inform students in clear and specific terms about the dangers of each physical education activity and instruct them in current safety precautions. Activities should be designed within students' capabilities. It is especially important for teachers to know and employ proper teaching progressions (simple to complex) and the most appropriate skill techniques. In addition to oral instructions about safe use of equipment and facilities, it is advisable to post notices in clearly visible places.

Having followed all the recommended procedures for conducting safe physical education classes, teachers are advised to secure adequate liability insurance coverage for protection against unusual and unpredictable situations.

Safety Procedures

Physical Examinations

A complete physical examination is recommended as a prerequisite to participation in physical education. This is essential for developing and conducting a program to meet individual needs and to avoid injuries. The American Medical Association, the AAHPERD, the President's Physical Fitness Council, the State Health Department, and the Wisconsin Medical Association have all recommended periodic physical examinations for all students.

Although there is no state requirement for physical exams, it is highly recommended that students have physicals at least three times during their school careers. Typically, these exams would be upon school entrance, during junior high school, and during the mid-high school years.

The results of student physical examinations may be used to identify conditions which indicate a need for referral or special programming. (See Appendix F for a sample physical examination form.)

> *An accident is an unpredictable event only in the sense that the person or persons involved in it do not expect it to occur at that particular time.*
> *– Allan J. Ryan*

Emergency Procedures

Emergency procedures should be established to deal efficiently and calmly with accidents and injuries to students and staff. These procedures include rules for notification of parents and appropriate school personnel, immediate actions to be taken, follow-up evaluation and accident reporting. Such practices must be known, understood, and followed by all personnel. Appropriate emergency procedures should be posted in conspicuous places in locker rooms, gymnasiums, and other physical education facilities.

Each school system has a responsibility for reporting and recording accidents for evaluation purposes and curriculum development. It is important that there be a continuous analysis of accidents to determine what caused them.

Schools are reminded that Section 1, 118.07(3) of the Wisconsin statutes requires every accident which occurs in physical education class or on a school playground, and which causes a student to be absent from school for three consecutive days or more, to be reported to the local school board within thirty days and to the Department of Public Instruction once per year (see PI-1945, Appendix C).

Class and Gym Area Procedures

It is necessary to continually emphasize safety during physical education activities to protect students and contribute to the positive fulfillment of activities. The following guidelines are essential for any physical education programs.

- Accepted safety procedures are emphasized in all activities at the beginning and throughout each unit.
- All rules and policies are clearly posted and reviewed verbally with all classes on a regular basis.
- Staff members provide close supervision while students are under their jurisdiction. Instructors do not leave the area when physical activities are being performed.
- Staff members are aware of the strengths and weaknesses of their students and plan their activities accordingly.
- Staff members provide clear instruction in the performance skills and safety skills for all activities.
- To help insure an orderly class and provide clean and safe dressing quarters, an organized procedure for locker room conduct and activity is adopted. Staff members develop appropriate procedures for supervising students' movement between classes and activity areas such as the gymnasium or outdoor facilities.
- All apparatus and equipment are inspected on a regular basis.
- Staff personnel are properly instructed and trained in first aid procedures. CPR is strongly recommended.
- Staff members immediately give written notice to their administration concerning the existence of any dangerous condition.
- Staff members act promptly and use proper discretion in giving first aid to an injured pupil.

Excuses

It is the responsibility of the school to provide a suitable program of activity for all pupils in keeping with their health and physical status.

It is the responsibility of the school to provide a suitable program of activity for all pupils in keeping with their health and physical status. Definite policies should be established for dealing with temporary and permanent excuses from physical education class work (see Sample Physical Education Program Modification Form for physicians, Appendix G).

All students in physical education are expected to participate appropriately in the activity being taught. Pupils who have a temporary health condition should be encouraged to dress for physical education and participate moderately in activities of a less strenuous nature.

Schools must consider requests for excuses from physical education which come from parents or health professionals. If an excuse is denied and the student involved suffers injury or illness, the school and/or teacher may be found liable. On the other hand, schools have every right to require a physician's statement for excuses of an extended nature.

Alternative, modified, adapted, and specially designed programs should be established in preference to permanent excuses. Programs for children with Exceptional Educational Needs (EEN) are discussed on page 57-60. Students who are not EEN may also benefit from individualized programs, preferably upon request of a physician stating reasons for the request.

Appropriate Apparel

All students should be required to wear clothing that is appropriate for the activity, providing for safety as well as for comfort and freedom of movement. Several other factors should be considered in encouraging and promoting proper attire.

Safety: Wearing gym shoes in preference to regular shoes allows for better traction. Eliminating ties, dangling sleeves, jewelry, or wide shirts prevent accidents. If students must wear glasses for physical education, tempered lenses, contact lenses, or protective gear should be required.

Economy: Wearing clothing appropriate for physical activities saves street clothes and provides greater freedom of movement during exercise periods.

Cleanliness: Periodic laundering of gym clothing is essential. To assure a maximum condition of sanitation and safety, clean towels and swimming suits should be supplied to students each time they use the pool.

Although requiring uniforms of specific brands, styles, and colors has been challenged successfully in court, it is reasonable to require such items as: T-shirts (preferably reversible), shorts, sweat shirts, rubber-soled gym shoes, sweat socks, and appropriate support equipment.

References

Arnheim, Daniel D. and William A. Sinclair. *The Clumsy Child.* St. Louis: C.V. Mosby Co., 1979.

Gallahue, David. *Understanding Motor Development in Children – Preschool Through Elementary Grades.* New York: John Wiley and Sons, 1982.

Vodola, Thomas M. *Motor Disabilities and Limitations.* New Jersey, Township of Ocean School District: 1976.

Management

Credit for Classes
Scheduling
Class Size
Facilities, Equipment, and Supplies

Credit for Classes

Wisconsin statutes require all students to successfully complete a minimum of 1.5 credits of physical education for graduation from high school. It is desirable at all grade levels for credit to be given in physical education on the same basis as other subject matter areas, but it is mandatory in high schools.

It is desirable at all grade levels for credit to be given in physical education on the same basis as other subject matter areas . . . .

Although daily physical education is recommended at all grade levels, an alternate day program may be the next best choice in certain high school situations. For example, it would be much better for students, physiologically, to have three years of alternate-day physical education (1.5 credits) than to meet the state requirement through a program of daily physical education for three semesters.

It should be noted that the 1.5 credit minimum graduation requirement in physical education may not be satisfied through participation in varsity athletics, ROTC, or other activities.

There is no state requirement that local districts include physical education grades in the school grade point average. To omit physical education, however, is to ignore the importance of a subject that is mandatory at all grade levels, required for high school graduation, and recommended as essential by the major state and national health organizations. Rather than exclude physical education from the grade point average, it is preferable for local districts to maintain physical education programs which are as challenging and productive as other courses.

Scheduling

Physical education scheduling should be developed to meet the specific goals and objectives of the program. The scheduling of students in elementary, middle/junior high, or high school may be quite different because of the age level, nature of the program, facilities, or equipment. However, there are several basic considerations for scheduling physical education classes.

Physical education scheduling should be developed to meet the specific goals and objectives of the program.

- The schedule should minimize the amount of time needed for setting up and taking down equipment. For example, schedule the same grade levels back-to-back, and schedule a given activity into the same teaching station.
- All classes must be scheduled coeducationally. However, ability grouping and separation of boys and girls for contact sports competition are permissible within classes.
- Safety and liability should be primary considerations in scheduling classes such as swimming, gymnastics, archery, and weight training, where close supervision is essential.

- Length of periods for all levels should be sufficient to provide adequate time for dressing, warm-up activity, instruction, showers or cooling down, and passing time.
- Recess is not a substitute for physical education in the K-6 scheduling requirements.
- Class size is a very important factor in scheduling physical education. Classes should be no larger than other classes in the school (25-30 maximum).
- Scheduling students from several grades together in one class should be avoided when it combines students of different developmental levels.

Class Size

The pupil-teacher ratio should be the same for physical education classes as for other subject areas, with any variations dependent upon the activity being taught or technique being used. A manageable class enrollment is generally accepted to be between 25-30 students for all subject areas. Classes larger than 30 students inhibit the physical educator from individualizing instruction or reaching the instructional objectives designed for the program. Likewise, elementary physical education specialists cannot be expected to produce quality programs when assigned excessive numbers of students per week or classes per day. It is incumbent upon those responsible for scheduling school programs to recognize the need for quality physical education and provide the necessary conditions for its achievement.

Without question, large classes also present unique problems associated with adequate safety considerations and proper supervision. Liability can be minimized if administrators place program considerations above numbers when developing schedules.

The pupil-teacher ratio should be the same for physical education classes as for other subject areas . . . .

Facilities, Equipment, and Supplies

Proper planning for the development of physical education facilities cannot be overemphasized. The major purposes of proposed facilities should be clearly defined and interpreted, reflecting program goals and program objectives.

Factors to be considered when planning for facilities, equipment, and supplies include:

- community support and involvement
- a community-wide needs assessment
- cooperation and involvement by those who will be using the facilities
- accessibility for handicapped persons
- multipurpose use of facilities

- state and local regulations
- the structural form of the facilities

Number of Teaching Stations

The number of teaching stations or sites needed is based on the total pupil enrollment, the average number of pupils in a class, diversity of program, and the number of periods each week that a station can be scheduled for classes. Computation of the numerical minimum requirement for secondary level teaching stations is achieved by the following formula.

$$\text{Minimum number of teaching stations} = \frac{\text{Number of students}}{\text{Average number of students per class}} \times \frac{\text{Number of periods class meets each week}}{\text{Total number of class periods in school week}}$$

If a school with a projected enrollment of 1,500 students has six class periods per day with an average class size of 25 students, and physical education is required on a daily basis, the formula application is as follows:

$$\text{Minimum number of teaching stations} = \frac{\text{1,500 students}}{\text{25 per class}} \times \frac{\text{5 periods per week}}{\text{30 periods}} = \frac{7{,}500}{750} = 10$$

The formula for computing the number of teaching stations needed for physical education in an elementary school is as follows:

$$\text{Minimum number of teaching stations} = \text{Number of classrooms of students} \times \frac{\text{Number of physical education periods per week per class}}{\text{Total periods in school week}}$$

If an elementary school with six grades has three classes at each level (18 classes and approximately 400 to 500 pupils), and there are ten 30-minute periods scheduled each day, teaching station needs can be calculated as follows:

$$\text{Minimum number of teaching stations} = \text{18 classroom units} \times \frac{\text{5 periods per week}}{\text{50 periods per week}} = \frac{90}{50} = 1.8$$

Since constructing a fraction of a teaching station would be impractical, two stations would be needed.

Main Dressing Room

In elementary, middle, and secondary schools, dressing rooms are needed which provide small storage lockers for all pupils and enough lockers for the peak physical education class load. Additional dressing rooms are desirable to accommodate interschool sport squads and community groups.

Each student should be furnished with a combination padlock. Two master sheets of all combinations should be prepared, one to be kept in the instructor's file cabinet, equipped with a lock, the other in the fireproof safe of the principal's office.

Inventory of Supplies and Equipment

Inventory of supplies and equipment should be taken at the beginning and end of every school year. Spot inventories should be made periodically.

There are three categories of equipment and supplies which require inventories.

- Stationary equipment, such as ladders, rings, stall bars, and horizontal bars
- Moveable equipment, such as parallel bars, horses, side horses, and bucks
- Supplies, such as balls, racquets, and ropes

Budget Considerations for Supplies and Equipment

The physical education budget should reflect the goals and objectives of the school. If the emphasis in the goals and objectives is on lifetime sports, the budget should provide sufficient funds to purchase the equipment and supplies necessary to teach these types of classes.

The physical education budget should reflect the goals and objectives of the school.

The major items involved in the physical education budget are capital outlay, expendable supplies and equipment, maintenance, and repair. The cost of the capital equipment, maintenance and repair is relatively easy to estimate. Capital equipment includes all expenditures that increase the value of the school plant, such as additions of any kind to the buildings, grounds, or fixed equipment. A new locker room, tennis court, or a backstop are examples of capital outlay. Maintenance and repair items include painting, refinishing, fixing, cleaning, and general equipment repair.

The first step in determining the expendable supplies and equipment (balls, nets, shuttlecocks, arrows, targets, and the like) needed for the following year is to take an inventory of what is on hand. A careful inventory is vital to the budget process.

The next step is to determine the total amount and type of equipment which will be needed during the next school year. The budget should consider the changes in student population, departmental policy, and nature of the courses being offered. Sufficient allocations of funds must be planned to accommodate the capital outlay, maintenance, repair, and expendable equipment and supply needs of the physical education program. This can be accomplished on a cost per student or need basis.

Budgeting on a cost per student should be calculated by comparing the inventory from last year to what is needed for next year. For example, if a school has 500 students in physical education and it needs to purchase $1,000 worth of equipment and supplies for next year, the cost per student would be $1,000 for 500 students or $2.00 per student to maintain the equipment and supplies budget. After several years of this type of budget, a school can anticipate the cost per student and raise or lower the figure in accordance with inflation or changed programming. This method is usually a school-wide budgeting process for all departments and levels.

Capital outlay and major equipment items are budgeted yearly. Usually these items are put on a priority list of items for the whole school. It is then up to the administration to purchase the items as the money becomes available. Many districts are establishing long range planning committees to determine major capital outlay items three to five years in advance of need. This allows the budget to be spread out more evenly and reduces the burden in any one year.

7

Professional Development

The important concept for all teachers to consider is that professional growth is a continuous, essential part of the teaching responsibility.

After a teacher has completed a professional preparation program, become licensed, and secured a position, there is still a need for continuous professional development. Having invested considerable time, effort, and money preparing to become licensed, teachers may not see an immediate necessity for continuing professional development. Fortunately, the majority of physical education teachers recognize the fact that professional development activities are essential for them to remain current and effective in their positions. Such teachers invariably find the time for professional growth.

A variety of opportunities exists for physical educators who wish to grow and progress in their field. Graduate work leading to advanced degrees is the usual route, but various other approaches are open. These range from service on local district committees to association membership, professional reading, in-service sessions, and visits to other school district programs.

The important concept for all teachers to consider is that professional growth is a continuous, essential part of the teaching responsibility. New research, techniques, and needs quickly make current practices obsolete.

School districts can contribute significantly to professional development by individualizing inservice programs to the needs of teachers and by providing time for staff participation.

Although there are many avenues to staff development, two very important resources are the Wisconsin Association for Health, Physical Education, Recreation, and Dance, and the American Alliance for Health, Physical Education, Recreation, and Dance. Both of these organizations provide teachers with convenient opportunities to keep abreast of current research and practices in physical education (see Suggested Resources).

Teaching Styles

A comparison of students in any class at any grade level provides ready evidence of both common characteristics and significant differences in height, weight, strength, personality, and appearance. Less apparent, but of great importance, are the similarities and differences in the way children learn, and even in their ability to learn. Teachers who study the varying characteristics of children find it easy to accept the need for attention to the characteristics of successful teachers and the types of teaching styles employed.

An exhaustive discussion of teacher characteristics is beyond the scope of this publication, but a look at the research findings of several educators (cited in Nixon and Jewett 1980) is appropriate.

Gage's study of the variables which lead to successful teaching found teacher enthusiasm, acceptance of students' ideas, the ability to ask higher order questions, and teacher warmth to be major factors. Indirectness of teaching rather than a command style, was also found to be important.

Smith's research on effective teaching suggested that the important factors were clarity of presentation, use of varied teaching methods, teacher enthusiasm, task orientation, and ample opportunity for students to learn the material presented.

Dunkin and Biddle found increased student achievement when teachers were empathetic, expected good results, were sharply aware of what goes on in class, were smooth in handling transitions, held students responsible, and showed enthusiasm for the class.

Homachek studied the factors which cause students to like or dislike teachers and found that popular teachers were helpful, clear, good natured, friendly, and interested in students. Unpopular teachers tended to be cross, unorganized, unclear in explanations, partial in their presentation of information, and aloof.

The research cited above concentrated on the common characteristics of successful teachers. It is equally important to examine the teaching styles which may vary among good teachers, because of their individual personalities and the diverse needs of students.

Teachers must really believe that the child rather than the curriculum should be the center of the school. You cannot individualize instruction if you do not know the individual.
– Unknown

Physical education classes have always included students of varying experience and ability but since the passage of Title IX of the Education Amendments of 1972 and P.L. 94-142, the Education of All Handicapped Children Act, students of both sexes and those handicapped students who are able to participate to their benefit are all taught in the same classes. In most instances, these classes are comprised of students with a wide range of skills and abilities. To meet their needs, a variety of teaching styles must be employed.

In the past, physical educators tended to teach primarily by use of commands. The teacher gave verbal instructions; the students listened and responded accordingly. Although the command style can accomplish specific purposes, other teaching styles also should be used to better serve today's students.

Muska Mosston's classic coverage of physical education teaching names seven styles which range from complete teacher direction to complete student responsibility.

Command: entirely teacher directed

Task: teacher assigns task and students perform on their own

Reciprocal: students perform tasks as partners, one as an observer/coach, one as the performer

Small groups: students act as performers, observers, and recorders

Individual: program is designed for the learner specifically to be completed over an extended period of time

Guided discovery: teacher gives clues but students solve the problem

Problem solving: students are self-activated, solve their own problems

Teachers who are interested in learning the details of these seven styles will find the original source, *Physical Education: Styles of Teaching*, extremely informative.

Whatever teaching style is employed, several strategies may be used successfully.

Movement education: This publication considers movement education an instructional strategy which focuses on the analysis of movement through the components of time, force, space, and flow. The use of this strategy requires the teacher to analyze movement, recognize individual differences in children's movement capabilities, and provide tasks to meet individual needs.

Team teaching: A strategy with two or more teachers sharing responsibility for a combined class works well for teaching physical activities. One teacher may lead the class in fitness exercises and a review of the previous lesson and the other teacher may introduce a new skill. This method allows for efficient use of a teacher's strongest skills and knowledge.

Use of media: Most forms of media are important to a good physical education program. Books and periodicals serve to supplement lessons and provide students and teachers with recent research findings and updated information. Nonprint material such as transparencies, slides, videocassettes, films, and film loops can be used to reinforce principles and concepts and serve as visual demonstrators. Microcomputers can be used to assess individual and group fitness levels, keep records efficiently, and provide computer assisted instruction. The use of various forms of media helps to motivate students and to encourage independent study.

Various teaching styles and instructional strategies convey important messages to students. For some students one teaching style may be much more conducive to learning than others; and in particular situations some instructional strategies may enhance learning more than others.

Discipline

Physical education programs which include interesting activities and allow students of all abilities to experience success have a minimum of discipline problems.

The physical education class should be structured around an atmosphere of freedom in which students learn and grow through physical movement. Discipline, a necessary element of this atmosphere, must be consistent, fair, and firm so that students are encouraged to develop self-control, emotional stability, and the appropriate social behavior.

Obviously, discipline problems occur in physical education as in other classes, and for many of the same reasons. The active nature of physical education, however, tends also to produce discipline problems based upon loss of temper, emotional outbursts, desire to win, and the embarrassment of losing. Situations of these kinds provide the "teachable moments" when appropriate attitudes and behaviors can be taught. Alert teachers grasp these opportunities to teach values as well as maintain discipline.

Physical education programs which include interesting activities and allow students of all abilities to experience success have a minimum of discipline problems.

When discipline problems do occur, perceptive teachers avoid using physical education activities for punishment. Running laps, doing push-ups or chin-ups, and writing essays on sports to make up for poor behavior are likely to turn students against desirable activities.

Integrating Physical Education with Other Subjects

Focus
Mathematics
Language Arts
Science
Health Education
Environmental Education
Career Education

PUBLIC SCHOOLS
WIZARDS
ELEMENTARY
W.A.H.P.E.R.

Focus

Just as the psychomotor, cognitive, and affective learning of students proceed simultaneously, the various subjects in the school curriculum also overlap in numerous concepts and content.

The most compelling reason for considering the integration of physical education with other subjects is the fact that no subject exists in isolation from others. Just as the psychomotor, cognitive, and affective learning of students proceed simultaneously, the various subjects in the school curriculum also overlap in numerous concepts and content.

Integrating subjects allows for more efficient use of school time. As knowledge increases and schools are assigned additional responsibilities, there is insufficient time in the traditional school day to adequately cover all areas. Integration offers one solution to the time problem. Reading and writing assignments in physical education, for example, satisfy not only cognitive physical education objectives, but also help to reinforce English and language arts instruction.

A third consideration for integrating instruction is the increasing evidence linking health and psychomotor factors with academic achievement. Perceptual and visual motor activities are commonly used in developmental and remedial reading programs. In addition, the positive self-concept which results from learning physical skills at the elementary school level seems to enhance the academic performance of young children in the classroom.

Whenever the instruction in one subject duplicates, parallels, or relates to that in another subject, more effective learning tends to result from the mutual reinforcement. In the case of physical education, possibilities exist for integration with most other subjects, including health, environmental education, social studies, music, art, mathematics, reading, language arts, and career education.

The examples of integration which follow have been adapted from the Neenah Public Schools physical education curriculum. They are examples from only one school district, but they illustrate how physical education teachers in other districts can communicate with their colleagues to reinforce each other's program objectives. Integration of curricular areas, while appropriate and effective, cannot be implemented by the teacher of only one of the subjects involved. Teachers of the subjects being integrated must plan together carefully so that the objectives of both subjects will be met and the learning process reinforced.

Reinforcing Numeral Learning

Grades: lower elementary

- Construct numbers on the floor with ropes. Have the children hop, skip, and jump from even numbers to odd numbers. Have the children jump over, and stand inside, hop over, and stand outside of given numbers or parts of numbers.
- Give each child a rope and call out numbers of addition, subtraction, multiplication, or division problems. Students form an answer with the rope.
- As the teacher holds up flash cards to present a math problem to the class, children use their bodies to form the solution to the problem. These activities may be repeated with two or more children working cooperatively to form solutions to the math problems.
- Children stand in a scattered formation and imagine they are in the middle of the face of a clock with a six-foot diameter. Begin asking questions such as the ones below.
  - Can you bend forward and touch the 12?
  - Can you bend to the side and touch the 3?
  - Can you skip around the clock?
  - Can you stop at the right side of the clock?
  - Can you stand on a number more than five but less than 7?
  - Can you walk across the clock?
  - Can you jump over the clock?
  - Can you stand on the clock?
  - Using your feet, show me what time it is. (Give examples which require the children to move to different locations on the clock.)
- This activity requires thirty sets of multi-colored cards, numbered 0-9. The numbers are placed in a line, four to six inches apart and in consecutive order. Have two children stand at zero, one on each side of the line. Begin asking questions such as:
  - Can you run to 9?
  - Can you hop to 3?
  - Can you skip to 7?
  - Can you walk around 5?
  - Can you stand under 1?
  - Can you move to a blue number?
  - Can you move to 1 + 3
  - Can you jump to 4 – 2?
  - Can you stand between 6 and 7?
  - How slowly can you move from 0 to 9?

Language Arts

Reinforcing Listening and Speaking Skills

Grades: lower elementary

- Children listen to directions from the teacher and perform a required task, starting with one movement task, and increasing the number gradually. Each time a new task is added students perform all tasks in order. This sequencing of activities requires children to memorize the order of events and perform the exact number of repetitions.
- Have children turn their backs to the teacher so the challenge is strictly auditory. Beat out a rhythmical sequence for children's movement response.
- Poems, stories, myths, and fables may be read by one student and acted out by others, describing athletic events such as baseball games (with roles for players, coaches, and announcers), circus shows, and other events with which the children are familiar.
- Creative movement experience may be performed through word "feeling" assignments such as moving like a tree in the wind, acting like a clown, or becoming a giant.

Reading and Writing

- Ask children to form different letters of the alphabet through different poses.
- Form letters with different body parts such as an O with arms, legs, fingers, or mouth. Jump ropes may also be used to shape letters.
- Letters may be written on beanbags or balls. When throwing and catching the objects, have children identify the letters they see.
- Using a letter grid, ask children to hop-jump to various squares to form words.
- Stand behind a line and toss beanbags to letters to form words.

Alphabet Games

Find the letter: This game is played as a relay and requires several sets of letters. The teacher calls a letter out or, for younger children, holds a letter up. One person from each team, using a locomotor skill designated by the teacher, moves toward the letter, finds it, and returns to the team. A point is awarded for the winning team.

Make a Word: Each child has a letter of the alphabet with an extra vowel card. All children are seated while cards are being distributed.

Upon a signal, children stand and try to link arms with other children to form a 3-5 letter word. When a word has been formed they run with linked arms to designated area.

Science

Every effort should be made to integrate science principles with physical education. As children learn in the classroom, they can have related learning experiences in their physical education classes. Scientific principles of human movement cannot be divorced from physical education. The main factors to remember are:

- introduce each concept according to the vocabulary and maturity level of the children;
- in any attempt to integrate science with physical education, the class must remain activity oriented rather than become an academic class;
- close communication between physical education teachers and classroom teachers is essential.

Reinforcing Lever Concepts

Grade: 6

Emphasis: The human body primarily uses third class levers for movement

Organizing Center: Manipulation

Equipment: Four softballs, four playground balls, four basketballs, four volleyballs, and four soccerballs

Space: Playground or gymnasium

Instructional Ideas: During these lessons the children throw different kinds of balls. As a ball is thrown, the body uses a third class lever system. The ball is the resistance. The muscles of the arm are the force, and the shoulder joint is the fulcrum. The force arm is between the fulcrum and the resistance arm, making the action a third class lever.

Children should become aware that all racquet or batting sports such as tennis, golf, badminton, and hockey involve the use of third class levers. Teachers should challenge the children to identify some examples of third class levers used in everyday life, such as peddling a bicycle, pushing a grocery cart, and even jumping and hopping.

After the children understand this concept, the class may experiment with different kinds of throwing activities. They may throw the ball underhand or overhand, throw for distance or accuracy, throw chest passes, bounce passes with basketballs or playground balls, and serve or spike volleyballs.

To structure the class more, teachers may select one type of throwing and emphasize it. For example, in throwing for accuracy, teachers may set up targets that are three feet in diameter and placed three feet high against a wall. Children stand 40 feet away from the target and see how many times in ten throws they can hit the target.

Health Education

Physical education and health education are probably the easiest and most logical subjects to integrate, particularly in such areas as personal health, nutrition, and safety. Teachers of both subjects will find it possible to develop simultaneous units which deal with cardiovascular functions, for example. The academic health class might emphasize the structure and function of the heart and blood vessels, while the physical education class provides a laboratory setting where students can determine pulse rates and blood pressure before and after exercise. Students may also study the long range effects of endurance training over a period of weeks or months.

The possibilities for integrating health education with physical education are too numerous to discuss in detail. It is suggested that physical education teachers refer to the Wisconsin Department of Public Instruction *Guide to Curriculum Planning in Health Education* for a more complete documentation of the concepts which may have potential for integration with physical education.

Environmental Education

Environmental education in Wisconsin is not considered a separate and discrete subject. Rather, it is infused appropriately into other subjects, whenever the environment is a part of the subject content.

Physical education teachers should refer to the Wisconsin Department of Public Instruction *Guide to Curriculum Planning in Environmental Education* for a complete picture of the environmental concepts which may be integrated. That publication states, in part:

> The development of lifetime skills has become an important part of the physical education curriculum in recent years. Included in this emphasis are canoeing, backpacking, camping, fishing, and other outdoor activities. Thus physical education programs have become places to deal with topics like outdoor ethics, the pros and cons of hunting, consumptive versus noncon-

sumptive outdoor activities, and the relationship of a quality environment to physical and mental health.

The physical education activities which integrate best with environmental education tend to be those which also provide excellent potential for lifetime use. Teachers and curriculum developers in physical education are urged to make use of the out-of-doors more frequently in all seasons of the year.

Career Education

At the elementary school level, career education activities are used as enrichment to regular class activities. The key is integration, with references to the "real world." Functionally, career education is divided into three distinct phases: awareness, exploration, and preparation. Of these, awareness relates to the elementary school level child.

In grades K-6, children are introduced to the concept of work, the need to work, and the wide variety of ways people work to earn a living. Teachers should stress how important student help in setting up and putting away materials and equipment is to the smooth operation of the class. Tell how, in the field of work, all people depend in many ways on the jobs performed by others.

Career Opportunities Related to Physical Education

Discussions should center on career opportunities in the physical education field. Keep in mind that many new positions are opening in the leisure-time area, and recent emphasis on physical conditioning, weight control, and heart disease prevention has created openings for exercise/fitness specialists.

Art
- Dance
- Commercial art - sports layout, cover page

Aquatics
- Instructor in boating, sailing, fishing, and canoeing
- Lifeguard - beaches, pools, resorts
- Red Cross instructor
- Scuba diving instructor
- Swimming instructor
- Underwater photographer

Athletic Specialist

- Athletic trainer
- Coach
- Director of Athletics
- Martial Arts instructor
- Player - professional
- Playground teacher
- Sports official

Physical Fitness Specialist

- Adult fitness programs
- Corrective therapist
- Exercise physiologist - hospitals, clinics, cardiorehabilitation programs
- Health spas
- Industry - executive fitness
- Physical therapist
- Private business (examples: Elaine Powers, Jack LaLanne)

Professions

- Author of books, magazines, or newspaper column
- Coach
- Multilingual interpreters for sports events
- Teacher of physical education
- Professional athlete

Public Relations

- Computer specialist
- Sports announcer
- Sports photographer
- Sports reporter
- Statistician

Recreation and Camping

- Camp counselor (seasonal)
- Camp director (seasonal)
- Equestrian instructor
- Miscellaneous employment at summer camps
- Playground director
- Playground worker
- Recreation director or worker in hospitals, schools, senior citizens homes, industry, Red Cross, scouting, handicapped

Sports Business Management

- Manager of athletic facilities (for example, golf courses, tennis courts, karate school, bowling alleys)
- Manager of swimming club or swimming pool and pool maintenance
- Manufacturer of athletic equipment
- Miscellaneous employment in athletic-related businesses (for example, starter at tennis courts, deskperson at a bowling facility)

- **Repair of athletic equipment**
- **Retail stores selling athletic equipment**
- **Salesperson for publishers dealing with athletics**
- **Salesperson of athletic equipment and clothing**
- **Sports secretary**

Suggested Activities Related to Career Education

- Field trips: Visit places of employment related to physical education and fitness and observe what people do as a regular part of their jobs.
- Guest speakers: Invite members of different professions related to physical education and fitness to class. Questions that may be pertinent in discussion could include qualifications and/or experience necessary to fulfill job responsibilities, attitude needed to satisfactorily compete or perform daily tasks related to profession, and role of the sexes in physical education and fitness.
- Read, write, and report: Read autobiographies of people involved in athletics and/or physical fitness. Write to relevant associations requesting information about the occupation they serve.
- Role playing: Assume various roles, such as job applicant, job interviewer, physical education teacher, coach of an athletic team, team physician or trainer, star athlete or substitute, sporting goods salesperson or a consumer.
- Discuss parents' jobs and the fitness necessary for these jobs.
- Involve other teachers of various subjects: The language arts teacher could supervise the writing of press releases and programs; the art teacher could supervise the designing of the program cover; and the math teacher could deal with team statistics and financial transactions.
- Have children put on a pro basketball game exploring such careers as players, coaches, team managers, trainers, and radio and TV announcers.

References

Mosston, Muska. *Physical Education: Styles of Teaching.* Columbus, OH: Charles E. Merrill Publishing Co., 1980.

Nixon, John and Ann Jewett. *An Introduction to Physical Education.* Philadelphia: Saunders College Press, 1980.

Appendixes

A. Physical Education Self-Evaluation Checklist
B. Sample Lesson Plans
C. Student Accident Report
D. Use of Computers
E. Elementary Physical Education Equipment
F. Sample Physical Examination Form
G. Sample Physical Education Program Modification Form
H. Minimum Allotted Instructional Time
I. Basic Tests for Assessing Students with Special Needs
J. Intramurals

Appendix A

Physical Education Self-Evaluation Checklist*

This checklist may be used by school district teachers and administrators to identify the strengths and weaknesses of their physical education program. It is recommended that this or a similar instrument be used annually to ensure continuous program improvement. For purposes of this evaluation the elementary grades are considered K through 6, and secondary grades are 7 through 12.

Rating Values

6-Always	This policy, procedure, or practice is known and accepted in the district. It is routinely followed by teachers and staff.
4-Usually	This policy, procedure, or practice is known, accepted, and followed by the majority of district teachers and staff.
2-Seldom	This policy, procedure, or practice is not followed by the majority of district teachers and staff.
0-Never	This policy, procedure, or practice is either not known, not accepted, or not followed by district teachers and staff.

A total score may be determined for each category of the checklist and for the total checklist. Interpretation of the scores is provided following each category.

---

*Adapted from *Physical Education Program Evaluation*, Oklahoma Department of Education, and reprinted by permission.

Physical Education Self-Evaluation
Philosophy

Possible score 36 Points
Actual score ___ Points

Circle appropriate response
6 = Always
4 = Usually
2 = Seldom
0 = Never

Suggested Standards

1.	A statement of the philosophy and overall objectives of the physical education program has been written by the current physical education staff and is used to develop and assess curriculum.	6	4	2	0
2.	There are well-defined outcomes for each class activity which contribute to the development of the whole person. These include specific outcomes in the areas of:				
	a. health/fitness (organic)	6	4	2	0
	b. motor skills (psychomotor)	6	4	2	0
	c. knowledge and understanding (cognitive)	6	4	2	0
	d. feelings and appreciations (affective)	6	4	2	0
3.	The physical education and health education personnel and programs work closely together to assist students in developing a healthy life style.	6	4	2	0

TOTALS ___ ___ ___ ___

TOTAL FOR CATEGORY ______

Quality of Total Philosophy

28-36	Very Good
19-27	Acceptable
10-18	Needs Improvement
0-9	Poor

Physical Education Self-Evaluation
Organization and Administration

	Elementary		Secondary	
Possible score	78	Points	108	Points
Actual score	___	Points	___	Points

Circle appropriate response
6 = Always
4 = Usually
2 = Seldom
0 = Never

Elementary

1.	All students participate actively in at least 150 minutes of physical education instruction per week.	6	4	2	0
2.	Physical education is neither denied nor imposed as punishment by teachers.	6	4	2	0
3.	Students are assigned to modified or adapted physical education as an alternative to permanent excuses.	6	4	2	0
4.	Physical education classes are coeducational at all levels.	6	4	2	0
5.	Instructional activities are planned in a developmental progression in grades K-6 according to an accepted curriculum guide.	6	4	2	0
6.	Daily instruction is conducted according to lesson plans.	6	4	2	0
7.	Specific objectives for daily activities are clearly stated.	6	4	2	0
8.	An appropriate system of evaluation is used to report pupil progress.	6	4	2	0
9.	Evaluation and grading procedures are consistent with other school subjects.	6	4	2	0
10.	Written policies and procedures have been developed for the total program including accident prevention, first aid, discipline, and grading.	6	4	2	0
11.	Class sizes are the same for physical education as for other classes.	6	4	2	0
12.	All physical education classes are taught or supervised by a physical education specialist.	6	4	2	0
13.	Program quality is maintained through adequate financial support of all physical education programs.	6	4	2	0

TOTALS ___ ___ ___ ___

TOTAL FOR CATEGORY ______

Quality of Total Elementary Organization and Administration

60-78	**Very Good**
40-59	**Acceptable**
20-39	**Needs Improvement**
0-19	**Poor**

Secondary (including middle school/junior high)

1.	Instructional physical education classes are provided for all secondary students, totaling at least 150 minutes per week.	6	4	2	0
2.	Students are prohibited from substituting other activities or subjects for physical education.	6	4	2	0
3.	Students are assigned to modified or adapted physical education as an alternative to permanent excuses.	6	4	2	0
4.	A written curriculum guide is followed, providing:				
	a. Sequential instruction	6	4	2	0
	b. A broad variety of activities	6	4	2	0
	c. Units of instruction	6	4	2	0
	d. Objectives for each unit	6	4	2	0
	e. Evaluation procedures	6	4	2	0
5.	The curriculum guide is reviewed and updated by the physical education staff jointly at least every other year.	6	4	2	0
6.	Physical education classes are coeducational at all levels.	6	4	2	0
7.	Lesson plans are developed for daily instruction.	6	4	2	0
8.	Specific objectives for daily activities are developed and used.	6	4	2	0
9.	A grading system consistent with other school subjects is used.	6	4	2	0
10.	Written policies and procedures have been developed for the total program including accident prevention, first aid, discipline, grading, uniforms, locks, and lockers.	6	4	2	0
11.	Class sizes are the same for physical education as for other subjects.	6	4	2	0
12.	Regular departmental meetings are held with all physical education teachers in attendance.	6	4	2	0
13.	Program quality is maintained through adequate financial support of all physical education programs.	6	4	2	0
14.	Physical education activities are neither imposed nor denied by teachers as punishment.	6	4	2	0

TOTALS ___ ___ ___ ___

TOTAL FOR CATEGORY _____

Quality of the Total Secondary Organization and Administration

82-108	**Very Good**
55-81	**Acceptable**
28-54	**Needs Improvement**
0-27	**Poor**

Physical Education Self-Evaluation
Class Management

	Elementary		Secondary	
Possible score	66	Points	96	Points
Actual score	___	Points	___	Points

Circle appropriate response

6 = Always
4 = Usually
2 = Seldom
0 = Never

Suggested Standards

Elementary

1.	Classes are organized and ready for activity within four or five minutes after the start of each period.	6	4	2	0
2.	Pupil leadership is developed and used by providing leadership opportunities in the daily instructional program.	6	4	2	0
3.	Appropriate activities are planned for the various age and skill levels.	6	4	2	0
4.	Students and instructors are dressed appropriately for class work.	6	4	2	0
5.	The daily class period includes sufficient time for fitness development.	6	4	2	0
6.	There is an adequate program of physical education for students who are temporarily or permanently restricted from participating in the regular physical education program.	6	4	2	0
7.	Activities are constantly supervised to avoid possible accidents.	6	4	2	0
8.	The bulletin board is used to display materials which are pertinent to the physical education program.	6	4	2	0
9.	Daily lesson plans are followed.	6	4	2	0
10.	When discipline problems arise, they are handled in a positive manner to avoid damaging student attitudes toward physical education.	6	4	2	0
11.	Students participate actively for most of the class period.	6	4	2	0

TOTALS ___ ___ ___ ___

TOTAL FOR CATEGORY ______

Quality of Total Elementary Class Management

51-66	Very Good
34-50	Acceptable
17-33	Needs Improvement
0-16	Poor

Secondary (including middle school/junior high)

1.	Class activity is under way within five to seven minutes of the beginning of the class period.	6	4	2	0
2.	Students are given the opportunity to participate in an organized student leadership program.	6	4	2	0
3.	Classes are organized so that there is maximum participation by all students.	6	4	2	0
4.	All classes are coeducational.	6	4	2	0
5.	Students share in the selection and planning of physical education program content.	6	4	2	0
6.	Instructors and students are dressed appropriately for physical education.	6	4	2	0
7.	Enthusiastic teachers provide an atmosphere of good class control.	6	4	2	0
8.	All necessary equipment and supplies are at hand and properly arranged.	6	4	2	0
9.	The locker room is orderly and well supervised.	6	4	2	0
10.	Students are grouped at their level of proficiency.	6	4	2	0
11.	Adjustments are made in the program for students with special learning needs.	6	4	2	0
12.	Adequate supervision is provided to avoid dangerous situations.	6	4	2	0
13.	The daily class period includes sufficient time for fitness development.	6	4	2	0
14.	The bulletin board is used to display materials pertinent to physical education.	6	4	2	0
15.	When discipline problems arise they are handled in a positive way to avoid damaging student attitudes toward physical education.	6	4	2	0
16.	Students participate actively for most of the class period.	6	4	2	0

TOTALS ___ ___ ___ ___

TOTAL FOR CATEGORY ______

Quality of Total Secondary Class Management

73-96	Very Good
48-72	Acceptable
23-47	Needs Improvement
0-22	Poor

Physical Education Self-Evaluation Program

	Elementary		Secondary	
Possible score	102	Points	126	Points
Actual score	____	Points	____	Points

Circle appropriate response

6 = Always
4 = Usually
2 = Seldom
0 = Never

Elementary

1.	The physical education curriculum includes:				
	a. Basic movement	6	4	2	0
	b. Physical fitness and healthy life styles	6	4	2	0
	c. Fundamental motor skills	6	4	2	0
	d. Stunts and tumbling	6	4	2	0
	e. Rhythms	6	4	2	0
	f. Games	6	4	2	0
	g. Sports	6	4	2	0
2.	The program is specifically structured around the needs, interests, and abilities of the students with provisions for handicapped and gifted students.	6	4	2	0
3.	The course of study includes written aims and objectives designed to contribute to the education of all students.	6	4	2	0
4.	The program is as broad in scope as the facilities will permit.	6	4	2	0
5.	The outline of the total physical education program is on file in the administrative and supervisory offices and in the possession of each physical education teacher.	6	4	2	0
6.	There is a definite sequential program from year to year and progression is indicated within each year's program.	6	4	2	0
7.	The instructional program is evaluated each year, using current data and criteria.	6	4	2	0
8.	The course of study is formally revised at least every two years.	6	4	2	0
9.	Intramural activities are provided as an outgrowth of the total program.	6	4	2	0
10.	The existing physical education and health programs are constructed so as to complement and reinforce each other.	6	4	2	0
11.	Up-to-date sources of curriculum materials are available and used by the staff.	6	4	2	0

TOTALS ____ ____ ____ ____

TOTAL FOR CATEGORY ______

Quality of Total Elementary Program

78-102	Very Good
52-77	Acceptable
26-51	Needs Improvement
0-25	Poor

Secondary (including middle school/junior high)

1.	The curriculum in physical education is planned with careful consideration of the scope and sequence of activities.	6	4	2	0
2.	The program is as comprehensive as the facilities and personnel will permit.	6	4	2	0
3.	The physical education instructional program includes:				
	a. Aquatics (when available)	6	4	2	0
	b. Individual and dual sports	6	4	2	0
	c. Team sports	6	4	2	0
	d. Rhythms and dance	6	4	2	0
	e. Gymnastics	6	4	2	0
	f. Physical fitness and healthful lifestyles	6	4	2	0
	g. Lifetime activities	6	4	2	0
	h. Cardiopulmonary resuscitation	6	4	2	0
	i. Effects of exercise on the body systems	6	4	2	0
4.	Up-to-date sources of curriculum materials are available and used by the staff.	6	4	2	0
5.	An opportunity is available for students to participate in intramurals.	6	4	2	0
6.	The school is making continuous efforts to upgrade its program by striving for regularly scheduled physical education in all grades.	6	4	2	0
7.	The existing physical education and health programs are constructed so as to complement and reinforce each other.	6	4	2	0
8.	The outline of the total physical education program is on file in the administrative and supervisory offices and in the possession of each physical education teacher.	6	4	2	0
9.	The course of study includes written aims and objectives designed to contribute to the education of all students.	6	4	2	0
10.	The program is specifically structured around the needs, interests, and abilities of the students with provisions for gifted and handicapped students.	6	4	2	0
11.	The instructional program is evaluated yearly.	6	4	2	0
12.	The course of study is formally revised at least every two years	6	4	2	0
13.	There is a definite sequential program from year to year, and progression is indicated within each year's program.	6	4	2	0

TOTALS ___ ___ ___ ___

TOTAL FOR CATEGORY ______

Quality of Total Secondary Program

96-126	**Very Good**
64-95	**Acceptable**
32-63	**Needs Improvement**
0-31	**Poor**

Physical Education Self-Evaluation
Staff and Staff Development

Possible score 126 Points
Actual score ___ Points

Circle appropriate response
6 = Always
4 = Usually
2 = Seldom
0 = Never

Suggested Standards

1.	All physical education teachers meet state certification standards for their level of assignment.	6	4	2	0
2.	Staff members are knowledgeable and effective in:				
	a. Planning and organizing class work	6	4	2	0
	b. Establishing and maintaining harmonious student-teacher relationships	6	4	2	0
	c. Physical education curriculum development	6	4	2	0
	d. Methods of teaching	6	4	2	0
3.	Teachers are knowledgeable with respect to liability in physical education.	6	4	2	0
4.	Teachers have received instruction in safety and first aid.	6	4	2	0
5.	Physical education teachers are following a plan for personal and professional growth to improve their job-related skills.	6	4	2	0
6.	Teachers respect each other and work together as a staff.	6	4	2	0
7.	Professional elementary and secondary education resource materials are available for use in program planning.	6	4	2	0
8.	A course-of-study committee representing men, women, elementary, middle school/junior high, and senior high schools annually gives consideration to needed program revisions.	6	4	2	0
9.	The school is making continuous efforts to provide:				
	a. Daily instruction	6	4	2	0
	b. Adequate facilities and supplies	6	4	2	0
	c. Adequate numbers of staff in physical education	6	4	2	0
10.	Teachers are well prepared and confident in teaching an adapted physical education program to meet the special needs of some students.	6	4	2	0
11.	The school has a definite and well-organized inservice education and staff development plan for improving the quality of instruction in physical education classes.	6	4	2	0
12.	Physical education teachers attend district inservice meetings.	6	4	2	0
13.	Ideas and new methods gained from various meetings are being used in the physical education program.	6	4	2	0
14.	Staff members belong to state and national physical education associations.	6	4	2	0

15. Staff members maintain and use a current personal library of professional materials. 6 4 2 0

16. Physical education teachers exemplify a fit and healthful life style. 6 4 2 0

TOTALS ___ ___ ___ ___

TOTAL FOR CATEGORY ______

Quality of Total Staff and Staff Development

96-126	Very Good
64-95	Acceptable
32-63	Needs Improvement
0-31	Poor

Physical Education Self-Evaluation
Facilities and Equipment

Possible score **150** **Points**
Actual score ____ **Points**

Circle appropriate response
6 = Always
4 = Usually
2 = Seldom
0 = Never

Suggested Standards

1.	The Board of Education budgets sufficient money to purchase needed supplies and equipment.	6	4	2	0
2.	Indoor and outdoor facilities are designed to be used by community and recreational groups.	6	4	2	0
3.	The outdoor physical education area is adjacent to the school building and is large enough to provide space for a variety of activities.	6	4	2	0
4.	The outdoor area is properly surfaced, graded, drained, enclosed, and free from safety hazards.	6	4	2	0
5.	The auditorium, cafeteria, or any large vacant room is available for teaching space when needed.	6	4	2	0
6.	The gymnasium and auxiliary indoor teaching stations have properly painted lines on the floor.	6	4	2	0
7.	The gymnasium and auxiliary indoor teaching stations are free from safety and health hazards.	6	4	2	0
8.	The gymnasium and auxiliary indoor teaching stations have ceilings at least 20 feet high.	6	4	2	0
9.	Sufficient gymnasium space is provided to enable the school to schedule physical education for a minimum of 150 minutes per week per pupil.	6	4	2	0
10.	The gymnasium is used primarily as a physical education facility.	6	4	2	0
11.	A classroom can be used for physical education on rainy days or at other times as needed.	6	4	2	0
12.	There is adequate equipment storage space provided.	6	4	2	0
13.	Dressing areas, where available, have:				
	a. Clean, functioning showers and toilets	6	4	2	0
	b. One shower head for each four students	6	4	2	0
	c. Adequate benches, mirrors, showers, toilets, and hair dryers	6	4	2	0
	d. Assigned lockers for each student	6	4	2	0
	e. A towel system that meets hygenic and sanitary standards	6	4	2	0
14.	All facilities are adequately maintained.	6	4	2	0
15.	Bulletin boards, chalkboards, charts, pictures, and other visual aids are available.	6	4	2	0

16.	There is adequate instructional equipment available for each scheduled activity.	6	4	2	0
17.	An inventory is made periodically of existing equipment.	6	4	2	0
18.	Equipment and supplies are purchased in accordance with the inventory and anticipated needs.	6	4	2	0
19.	Students are instructed in the proper ways of caring for supplies, equipment, and facilities.	6	4	2	0
20.	Equipment and supplies are checked periodically for safety hazards.	6	4	2	0
21.	Ample wall space is provided for use in physical education instruction.	6	4	2	0

Quality of Total Facilities and Equipment

115-150	Very Good
77-114	Acceptable
37-76	Needs Improvement
0-36	Poor

TOTALS ___ ___ ___ ___

TOTAL FOR CATEGORY ______

Physical Education Self-Evaluation
Evaluation Standards

Possible score **150** **Points**
Actual score ____ **Points**

Circle appropriate response
6 = Always
4 = Usually
2 = Seldom
0 = Never

Suggested Standards

1.	There is a system for reporting pupil progress.	6	4	2	0
2.	Evaluation of individual progress is consistent with the objectives of physical education program.	6	4	2	0
3.	A variety of tests and instruments are used to evaluate students.	6	4	2	0
4.	Tests used to evaluate students include:				
	a. Health-related fitness	6	4	2	0
	b. Motor ability	6	4	2	0
	c. Specific skills	6	4	2	0
	d. Knowledge	6	4	2	0
	e. Attitudes and behavior	6	4	2	0
5.	The system of evaluation used is understood by all students and parents.	6	4	2	0
6.	Each student is graded according to:				
	a. Progress made within his or her limitations	6	4	2	0
	b. Achievement - skill	6	4	2	0
	c. Achievement - knowledge	6	4	2	0
	d. Attitude and effort	6	4	2	0
7.	Students are evaluated according to school policy.	6	4	2	0
8.	Students know what they must accomplish to achieve each possible grade.	6	4	2	0
9.	The evaluation system is based upon established criteria and norms for measuring student progress.	6	4	2	0
10.	The evaluation system indicates the extent to which students have achieved the objectives of the course.	6	4	2	0
11.	There is continuous evaluation of the program by thephysical education staff.	6	4	2	0
12.	Administrators, faculty, students, and parents share in the evaluation of the program.	6	4	2	0
13.	The school is making continuous efforts to upgrade the physical education program by:				
	a. Providing adequate instruction time	6	4	2	0
	b. Providing and maintaining adequate facilities and equipment	6	4	2	0
14.	There is opportunity for student evaluation of the physical education program.	6	4	2	0
15.	There is periodic evaluation of teachers by the administration.	6	4	2	0

16. The teacher evaluation is used in a constructive way to improve the quality of instruction.	6	4	2	0
17. Teachers conduct continuous self-evaluation.	6	4	2	0

TOTALS ___ ___ ___ ___

TOTAL FOR CATEGORY ______

Quality of Total
Evaluation Standards

114-150	**Very Good**
76-113	**Acceptable**
38-75	**Needs Improvement**
0-37	**Poor**

Physical Education Self-Evaluation
Community Relations

Possible score **30** **Points**
Actual score ___ **Points**

Circle appropriate response
6 = Always
4 = Usually
2 = Seldom
0 = Never

Suggested Standards

1.	Community resource personnel are used to best advantage to achieve program objectives.	6	4	2	0
2.	There is a consistent effort made to interpret and promote the program to parents and the public.	6	4	2	0
3.	Teachers participate in community affairs.	6	4	2	0
4.	The school and community share each other's physical education facilities.	6	4	2	0
5.	There are adequate opportunities for parents, teachers, and students to participate together.	6	4	2	0

TOTALS ___ ___ ___ ___

TOTAL FOR CATEGORY ______

Quality of Total Community Relations

24-30	Very Good
16-23	Acceptable
8-15	Needs Improvement
0-7	Poor

Physical Education Self-Evaluation
Summary of Scores

	Possible Elementary	Possible Secondary	Actual
Philosophy	36	36	______
Organization and Administration	78	108	______
Class Management	66	96	______
Program	102	126	______
Staff and Staff Development	126	126	______
Facilities and Equipment	150	150	______
Evaluation	150	150	______
Community Relations	30	30	______
TOTALS	738	822	______

Elementary Scoring Criteria		**Secondary Scoring Criteria**	
555 - 738	Very Good	618 - 822	Very Good
370 - 554	Acceptable	412 - 617	Acceptable
185 - 369	Needs Improvement	206 - 411	Needs Improvement
0 - 184	Poor	0 - 205	Poor

Sample Lesson Plans

The sample lesson plans included in this section for the elementary, middle school/ junior high, and senior high school levels were taken from current district curriculum guides. The difference in format is intentional and is intended to demonstrate varying approaches to lesson planning. It should be noted, however, that each plan includes objectives, equipment needed, activities, and organization.

The use of daily lesson plans helps assure continuity and progression in physical education programs at all levels.

Ages 3-5 Manipulative Skills

Concept: Shapes

Objective: To discover the manipulative properties of different shapes

Warm-up: "Little Mexican Waltz" (from the *Rainy Day* record)
"Ready-Set-Go" (from the *Get a Good Start* record)

Equipment: A variety of foam shapes, record player, and records

Lesson Development: Have the children choose any of the foam shapes. Ask them to try rolling, throwing, or kicking the shape. Ask them to balance it on different body parts or try to balance on it.

When they have finished all of these activities with one shape, they should return that shape and try one of the activities with a different shape.

When the children have tried all the different shapes, discuss with them which shapes were best for kicking, which ones were best for rolling, which one sailed through the air the best, and so forth.

See if the children can explain why some shapes were good for one activity and didn't work for another activity.

Relaxation: All of the children sit in a large circle, one shape for every six children. Play Pass the Shape.

Ages 6-8 Manipulative Skills

Concept: Dominant and nondominant sides

Objective: To discover that one side of the body is easier to use than other sides

Warm-up: "Jello" (from the record *Aerobic Dance for Kids*)

Lesson Development: Explain and discuss dominant and nondominant sides. Ask the children to balance on one foot, then on the other. Ask them to hop first on one foot and then on the other. Ask them to jump to one side, then the other. Did they find that one side worked better than the other?

Ask the children to get a bean bag. Toss and catch the bean bag with one hand, then the other. Drop the bean bag and catch it on one foot, then the other. Is it always the same side that is easy and the same side that is hard?

Using first one hand and then the other, children toss a bean bag back and forth. Try tossing with one foot, then with the other. The side that works best is called the dominant side and the other side is the nondominant side.

Do the Hokey Pokey. Instead of using the terms right and left use the terms dominant and nondominant.

Relaxation: Seat the children in a big circle with six to eight large beach balls. When a ball comes to them they may strike the ball from a seated position with their nondominant hand using as much force as they wish.

Ages 9-11 Manipulative Skills

Concept: Force

Objective: To apply the concept that force is most effective when applied through the center of an object

Equipment: Volleyballs, basketballs, soccer balls, batting tee, softball bats, sponge softballs

Warm-up: "Fiddling Around" (from the record *Aerobic Dance for Kids*)

Lesson Development: Explain to the children that you have set up four different stations in the gym: one for the volleyball serve, one for striking the ball off a batting tee, one for kicking a stationary ball, and one for shooting a basketball. At each station the children should attempt to contact the ball at the top, at the bottom, and in the middle.

Activity: The children will have time to go to each station and try all three ways of contacting the ball several times.

After they have finished at all of the stations, discuss the many observations they have made about the results at each of the three different points. Ask if they could tell which contact point gave the ball the most force. Have the children go back and work at each of the stations to determine if the results of the discussion are correct.

Relaxation: Discuss with the children how this concept can be applied in the area of their particular interest.

Sample Lesson Plans

Middle School/Junior High Manipulative Skills

Objectives:

Cognitive: Students will demonstrate (through discussion, questions, and answers) a knowledge of the volleyball set and its use in games. Students will be able to discuss which body parts are used in executing the set properly.

Psychomotor: Students will demonstrate (through activity participation) the ability to properly set the ball to themselves, to a wall, and to other players, using the criteria listed below.

Affective: Students will demonstrate cooperation and sportsmanship by participating with other students in the triangle pass and circle pass activities. Students will also demonstrate cooperation by waiting for their turn at using the ball and getting into a group situation.

Equipment needed: Volleyballs (preferably leather and preferably one volleyball to every three students).

Lesson Development: The set is used after the ball has been received with a forearm pass. The set is a high overhead hit, using the pads of the fingers. It is performed in order to assist another player in executing a spike. The ball is normally set in a high arc toward another front line player. The force for the set is generated in the legs. Bend and straighten them to assist your arms in exerting the necessary force. Students will observe teacher demonstration.

Begin with the wall volley. This is done by each individual. Another person may join the activity after the person has practiced the set alone. Three-player triangle pass is executed with three students passing the ball to one another using the overhead set. The ball should be kept in the air with the set, and students should stop the ball and start it again when they are not able to execute the set correctly. Circle pass is executed using the overhead pass and adding additional students to the triangle group. The group should be kept between five and six students. The ball may be passed to any person in the circle. As students progress, one person may go to the center of the circle and the ball is continually passed in and out of the center of the circle. Each student takes a turn in the center of the circle.

The teacher will close with a brief discussion of class progress and positive comments about individual achievements.

Safety Cautions: Students will do stretching and warm-up exercises for at least five to ten minutes prior to participating in the activity. Special attention should be given to stretching the arms and shoulders and lower back area. All accidents must be reported to the instructor.

Senior High School Volleyball

Unit:	Grade	Style:
Station or Facility Used:	Teacher:	Date:
Day of Unit:	Materials Needed: *Minimum of 1 volleyball per three students, nets, wall tape, and appropriate floor markings*	

Begin the period with a warmup period, including stretching, jumping, and running

Unit Performance Objectives	Learning Experiences	Organization	Cues
1. The student will execute a minimum of three legal and spikable overhead sets during a 15-point game.	Toss and set 20 legal sets to self Set 15 consecutive sets to self with proper form Toss and set to wall above 11 foot mark until 10 consecutive sets are accomplished Set 20 consectutive sets to partner	Partners placed throughout the facility with adequate space between groups	Contact on pads of fingers, no palms Set ball four feet above net
2. The student will serve five out of ten legal services (overhand) into the opponents' court.	Instructor demonstrates and explains the bump Bump 15 consecutive tossed balls back to partner with proper form (see cues)	Semi-circle around teacher to observe techniques Partners placed throughout the facility with adequate space between groups	Contact ball on inside of forearm Let knees and legs provide the power
3. The student will executive a minimum of two blocks during a 15-point game at least once during the unit.	Instructor demonstrates and explains the serve Serve 10 times above the 8-foot line on the wall from the 12-foot line on the court with proper form	Semi-circle around teacher to observe proper technique Station attendant 20 feet from wall with adequate space between individuals to accommodate the activity	Transfer weight in direction of target Apply force through center of ball

Student Accident Report/Instructions

THE STATE OF WISCONSIN–DEPARTMENT OF PUBLIC INSTRUCTION

INFORMATION FOR COMPLETION OF INDIVIDUAL STUDENT ACCIDENT REPORTING FORM

State of Wisconsin
Chapter 373, Laws of 1981

118.07(3) Within 30 days after its occurrence, every accident involving a pupil in a physical education class or during physical education or playground activities which results in the pupil's absence from school for three or more consecutive days shall be reported to the school board. The school board shall make an annual report to the State Superintendent, who shall maintain records of the frequency and nature of such accidents.

Sec. 1, 118.07(3) applies to accidents which occur in either of two situations:

1. During physical education classes, wherever they may be held.
2. On school playgrounds before school, after school, and during noon-hour periods and recess.

The law does not cover accidents which occur in practice for interscholastic athletics or during interscholastic competition. Neither does it pertain to accidents which result in less than three consecutive days; absence from school.

Responsibility for Filling Out Report

The person in charge of the activitiy in which the injury occurred should fill out the accident report form as soon after the accident as possible.

Data Processing Code Directions

It is essential to the recordkeeping process that directions on the code sheet be followed carefully in filling out the report form.

Physical Education

Physical Education refers to the instructional classes which are typically held during the school day in gyms, pools, other inside stations, and outdoor playing fields. However, instructional programs which are held in off-campus areas, or during off-school periods are also covered by 118.07(3), if the school designates them as "physical education classes."

Playground Activities

Playground activities normally occur in periods just before and after school, during the noon hour, and during recess periods. These activities usually consist of free play and other loosely organized games under the general supervision of a teacher or teachers. Organized intramurals are also considered playground activities.

Submitting the Accident Report

Only a limited number of report forms have been furnished by the DPI. Schools should make duplicate copies as needed.

It is recommended that the person who prepares the original report send it to the principal's office immediately upon completion. The principal's office should retain one copy and send one copy to the school district office if the injured student is absent three consecutive days. The district office should report such accidents to the school board within 30 days of occurrence.

Reports of all accidents covered by 118.07(3) should be sent to the DPI by July 15 of each year following completion of the school year. Summer school accidents should be reported upon completion of the summer term.

The DPI should receive a single-page copy of each individual accident report mandated by 118.07(3) rather than a summary of all reportable accidents.

NOTE

A Student Accident Report must be submitted by all school districts even if no reportable accidents occurred.

Student Accident Report

SCHOOL JURISDICTION STUDENT ACCIDENT REPORTING CODES

County and district numbers will be inserted by Principal's office use standard county and district numbers from DPI data processing code book. School number is to be inserted by school district office. Use standard school number from School District Staff and Teacher Personnel Fall Report, Part 1.

NOTE: NEC stands for not elsewhere classified.

DESCRIPTION: Describe the accident explaining such items as weather, equipment, unsafe conditions, or if other persons may have contributed to the accident and how.

Days of Week

1 - Sunday
2 - Monday
3 - Tuesday
4 - Wednesday
5 - Thursday
6 - Friday
7 - Saturday

Time of Day

Digits 1 through 12
indicates hour of day.

Digit 1 indicates A.M.
Digit 2 indicates P.M.

Sex Code

Digit 1 – Male
Digit 2 – Female

Grade Code

080 Nursery
100 Kindergarten
111 First Grade
122 Second Grade
133 Third Grade
144 Fourth Grade
155 Fifth Grade
166 Sixth Grade
177 Seventh Grade
188 Eighth Grade
189 Ungraded Elementary
191 Ninth Grade
192 Tenth Greade
193 Eleventh Grade
194 Twelfth Grade
195 Post Graduate
199 Ungraded Secondary

01 KIND OF INJURY

006 Bite
008 Bruise/Abrasion
010 Burns/Scalds
012 Concussion
014 Cuts/Lacerations
016 Dislocation
018 Drowning
020 Electrical Shock
022 Foreign Body–embedded/loose
024 Fracture
026 Poisoning
028 Puncture
030 Sprain/Strain
032 Teeth Damaged
034 Internal Injuries
036 Multiple Injuries
038 Other

02 CAUSE OF INJURY

052 Struck against
054 Struck by
056 Fall from elevation
058 Fall from same level
060 Caught in-under-between
064 Overexertion
066 Contact with electrical current
068 Contact with Caustic-toxic Noxious substance
070 Contact with temperature extremes
072 Other

03 CAUSATIVE AGENT

Animals

102 Dogs, Cats
106 Insects
111 Others

Apparatus

112 Balance Beam
114 Horizontal Beam
116 Horizontal Ladders
118 Horses, side and buck
120 Low or turning bar
122 Merry-go-round
124 Multiple climbing tube, Jungle gym
126 Parallel Bars
128 Rings
130 Ropes
132 Slides
134 Swings
136 Trampoline
140 Weights
142 Other

Material and Equipment

196 Athletic equipment, NEC
198 Baseballs, footballs, volleyballs, etc
202 Chemical substances
204 Fences and walls
206 Firearms
210 Furniture such as desks, chairs, etc.
214 Hot liquids, substances
222 Ladders, benches, stools
224 Personal protective equipment
226 Personal protective clothing
228 Poles, rods
232 Surfaces, floors, steps, ground, etc.
234 Windows, doors
236 Wood, lumber
238 Other

Vehicles

240 Bicycles
242 Bus, School
248 Motor vehicle, private
250 Motor vehicle, school-owned, leased
252 Public carrier
254 Other

Miscellaneous

256 Person involved
258 Other person or person
260 Skateboards
262 Skooters
264 Toys, other
266 Other, NEC

04 PART OF BODY INJURED

302 Head
304 Eyes
305 Noes
306 Teeth
307 Ear
308 Arm and Hand
309 Fingers, thumb
310 Trunk
311 Thigh
312 Knee
313 Lower leg
314 Ankle
315 Foot
316 Other

05 DEGREE OF INJURY

352 Death
354 Permanent Impairment
356 Temporary Disability
358 Non-disabling
359 Unknown

06 SUPERVISION

402 Teacher present
404 Other school employee present
406 Parent present
408 Other adult present
410 No supervision

07 IMMEDIATE ACTION TAKEN

452 First Aid
454 Notified parents or authorized person
456 Sent home
458 Sent to physician
460 Sent to hospital
462 No action taken

08 LOCATION OF ACCIDENT

504 Athletic field
506 Auditorium
508 Cafeteria
510 Classrooms
512 Corridor
516 Driveways
518 Gymnasium
525 Library
526 Lockers, room, or corridor
530 Playground
534 Restrooms
538 Sidewalks
540 Stairs, indoors
542 Stairs, outdoors
546 Swimming pool
548 Other

11 ACTIVITY OF STUDENT

Team Sports

552 Baseball
554 Basketball
558 Football, touch
560 Soccer
562 Softball
564 Volleyball
566 Other

Individual Sports

568 Apparatus
569 Golf
570 Swimming
572 Tennis
574 Track and Field
576 Tumbling
578 Wrestling
580 Other

Miscellaneous

582 Cleaning, repairing
588 Fights, altercations
590 Horseplay
592 Noon hour
594 Playing NEC
596 Recess
598 Riding bicycle
604 Roller Skating
606 Running, NEC
608 Sitting, NEC
610 Trips, excursions
612 Walking, NEC
620 Other Activities, NEC

12 UNSAFE ACTS

652 Working, playing above level of ability
654 Horseplay, practical jokes
656 Quarreling, arguing
658 Making safety devices inoperative
660 Using unsafe equipment
662 Using equipment unsafely
664 Failure to use safety or protective device
666 Overexertion
668 Unauthorized use of equipment
670 Running when walking is called for
672 Speed
674 Taking unsafe positions or postures
676 No apparent unsafe act
678 Other unsafe acts, NEC

13 UNSAFE MACH. PHY. COND.

704 Mechanical defects of equip
706 Improper illumination
708 Improper ventilation
710 Hazardous arrangement procedure
712 Nonavailable, unsafe prot. clothing, equip.
714 Environment slippery, rough, bumps, holes
716 No unsafe conditions
718 Other unsafe mech. or phy. cond.

14 UNSAFE PERSONAL FACTOR

752 Improper attitude
754 Lack of knowledge, skill, exp.
756 Improper physical cond.
758 Bodily defects, hearing, eyesight, etc.
760 No apparent unsafe pers. factor
762 Other unsafe pers. factor

21 CORRECTIVE ACTION TAKEN

802 Engineering revision
804 Maintenance revision
806 Personnel adjustment
808 Persuasion and appeal
810 Procedural revision
812 Instructions given, educ.
814 Curriculum revision
816 No. corrective action taken/anticipated
818 Corrective action, NEC

D
P
I

Wisconsin Department of Public Instruction
STUDENT ACCIDENT REPORT
PI-1945 9/85 s. 118.07(3)

INSTRUCTIONS: Complete immediately following and accident. Send a copy to the school principal. An accident which keeps a student out of school for three consecutive days or more must be reported at the end of the year to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
DIVISION FOR INSTRUCTIONAL SERVICES
BUREAU FOR PROGRAM DEVELOPMENT
P.O. BOX 7841
MADISON, WI 53707

Refer to attached list of accident reporting codes whenever a code is requested on this form.

District Name	Dist. No.	County No.	School No.	School Name

Injured Student's Name *Last, First, MI*	Student's Address *Street, City, State, ZIP*

Students's Age	Sex ☐ 1 - Male ☐ 2 - Female	Grade Code	Date of Accident (M/D/Yr.)	Day of Week *(check)* ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7	Days Lost

Physician's Name *If Referred*	Hour of Accident ☐ 1. AM ☐ 2. PM	Type of Accident *Check* ☐ Physical Education ☐ Playground

CATEGORY		CODE	CODE	CODE	CODE	LIST SPECIFICS WHEN 'OTHER' CODE IS USED
Kind of Injury	01					
Cause of Injury	02					
Causative Agent	03					
Part of Body Injured	04					
Degree of Injury	05					
Supervision	06					
Immediate Action Taken	07					
Location of Accident	08					
Activity of Student	11					
Unsafe Act	12					
Unsafe Mechanical or Physical Condition	13					
Unsafe Personal Factor	14					
Corrective Action Taken	21					

Description of Accident

☐ Check only if **no reportable accidents** occurred during the school year in your school district and sign below.

Signature and Title of Person Completing Report	Date Reported
Signature of Principal	Date Received Report

Appendix D

Use of Computers

A fundamental need in an information-age society is for children to learn to handle information, to solve problems, to communicate with people, and ~~to~~ understand the changes that are taking place in their society.

Educational effectiveness can be significantly increased with greater use of electronic educational tools that take students beyond the traditional curriculum and learning activities to future-oriented curriculum and problem-solving activities not previously available.

The computer has the potential of being used as an effective instructional tool in all disciplines to support the curriculum and to enhance learning in a variety of applications. Computers may be used to manage the instructional setting, particularly as an aid in test scoring, grading, and record keeping. Computer software can help teachers diagnose areas of weakness and suggest appropriate assignments for students. Districts may also look to the computer for curriculum maintenance; as district goals and objectives for students change over time, the computer will allow additions to, deletions from, and modifications of curriculum and resource data to be made with ease.

A number of school administrative functions, some of which directly influence decisions made for the instructional program, may also be handled by the computer. These include student information, financial records, planning and budgeting applications, electronic mail, and information systems.

Computer-aided learning provides an opportunity to use computer programs as effective instructional tools in the same way other media are used. The computer becomes an instructional tool for drill and practice, inquiry, problem solving, tutoring for remediation, initial teaching, enrichment, and learning reinforcement in many areas of the curriculum. Well-developed computer software can add dynamic and interactive versatility to the learning process by means of:

Drill and Practice: programs that review and reinforce concepts for skills already taught

Tutorial: programs that introduce, explain concepts and facts; may provide initial exposure to materials

Simulation: programs designed to model real-world environments with which students can investigate areas of mathematics, social studies, ecology, physics, chemistry, and so on. Simulations allow students to make decisions and interact in situations that are often too complex, historical, expensive, dangerous, or distant to be brought into the classroom

Discovery: computer programs used to develop cognitive abilities in problem solving and specific subject areas such as math, language arts, social studies, and others

Instructional Gaming: games designed to hold a user's attention and interest while teaching logical thinking or making practice less tedious

Word Processing: use of the computer and specialty software which supports the writing, editing, formatting, and printing of reports and other written documents

Data Bases: use of the computer to collect, organize, retrieve, sort, display, and print data of all kinds

Spreadsheets: use of the computer and specialized software to simulate a business or scientific worksheet. Data entered into "cells" in the electronic worksheet can be calculated automatically by the spreadsheet program

Telecommunications: use of the computer and communications software to input, transmit, sort, receive, and display information from various sources

Implications for Computer Use in Physical Education

Although the availability of computer programs designed specifically for use in physical education classes is still somewhat limited, the potential for expansion in this area is boundless, and appropriate programs are being developed rapidly.

Presently, there are a variety of commercial programs which deal with the health and fitness aspects of physical education. Others are available in athletics to keep statistics in such sports as basketball and swimming. At the local district level microcomputers are being used for streamlining the grading, planning and record-keeping process. (See example on page 117.)

One of the first programs to utilize computers on a large scale was the Fitnessgram, sponsored by the Campbell Soup Company in cooperation with the President's Council on Physical Fitness and Sports; the American Alliance for Health, Physical Education, Recreation and Dance; the Institute for Aerobics Research; and several other national organizations. This program provides a computerized fitness report card, giving teachers the opportunity to record student scores on the AAHPERD Youth Fitness Test and the Health Related Fitness Test quickly and to identify the level of student performance in comparison with national norms. The Fitnessgram is used to report to parents and recommend appropriate activities for improving fitness.

In general, computers can be used in physical education just as they are in other subject matter areas.

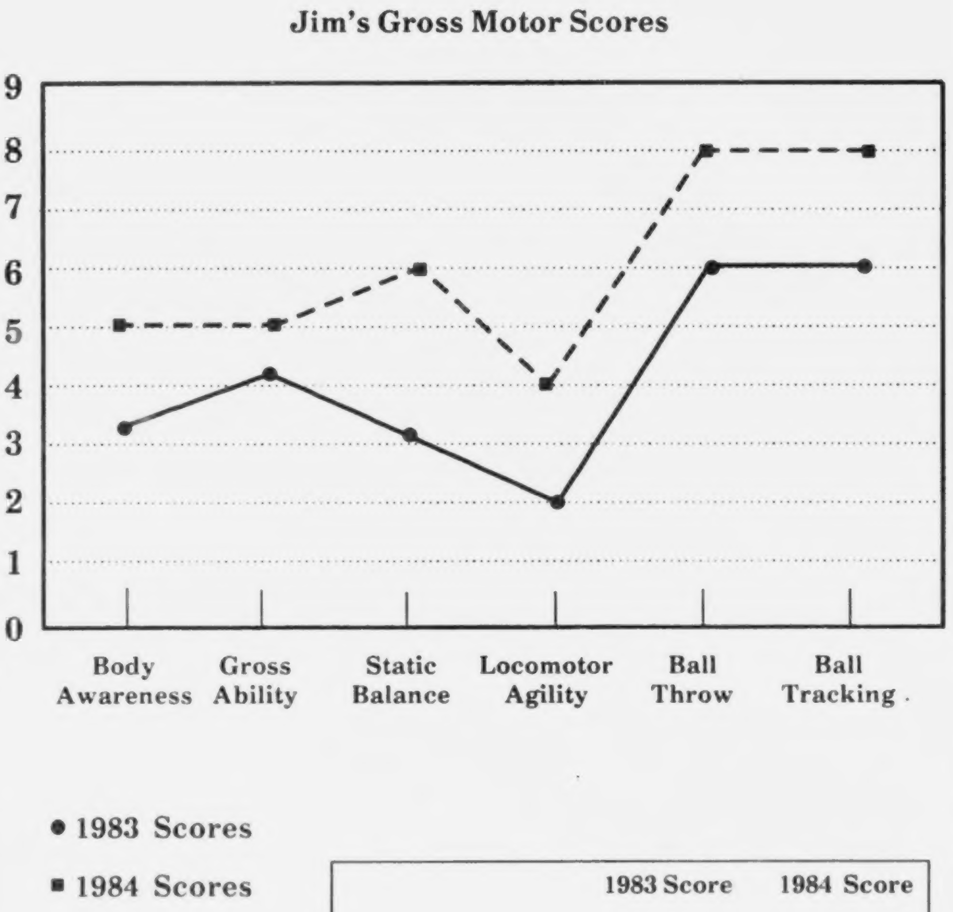
- Record keeping can be simplified and made more efficient for grading, keeping height-weight statistics, scheduling, maintaining accurate inventories, and budgeting. Such records can be displayed graphically for emphasis and clarity.
- Unit and lesson plans can be stored and retrieved quickly for examination and update.
- Student progress can be monitored regularly for parent conferences, determining athletic eligibility, grading, and individualizing instruction.

- Computer-assisted instruction can be used to teach cognitive concepts to students. This is especially important in physical education where classes must concentrate primarily on activity, but there is need for a significant cognitive component.
- Tests on game rules, strategy, and the health-related concepts of physical education can be stored in the computer's memory for use by students in making up work or individualizing instruction.
- Playing computer games effectively simulates real life situations. This not only has potential for learning rules and strategies, but it is an excellent means of developing fine motor skills and eye-hand coordination

In summary, computers have great promise for the field of physical education. When properly used they can free teachers from time-consuming administrative tasks and allow more time for working with students. Computers can also make students more responsible for their own cognitive learning, so that increased class time can be provided for developing motor skills and physical fitness.

Curriculum workers in physical education should explore the opportunities for computer use which already exist in their school districts as well as the potential for future acquisition of appropriate equipment and programs.

Sample Computer Graphic*



	1983 Score	1984 Score
Body Awareness	3	5
Gross Agility	4	5
Static Balance	3	6
Locomotor Agility	2	4
Ball Throw	6	8
Ball Tracking	6	8

---

*Computer graph furnished by Art Reinhardt, Stevens Point Area Public Schools, for reporting adapted physical education information to parents.

Appendix E

Elementary Physical Education Equipment

Effective elementary physical education programs are very dependent upon the quantity and quality of equipment provided. Young children, for example, require a large variety of equipment with differing sizes, colors, shapes and textures. They also need sufficient numbers of items to keep busy throughout a class period without standing in line waiting a turn.

Provision should be made for the wide range of activities needed to develop skills at the elementary levels. Appropriate equipment allows children to hang, jump, crawl, swing, stretch, bend, and practice basic locomotor movement patterns. Equipment should also be made available for lead-up activity to sports and games which will be learned later.

It is important for elementary grade children to have similar equipment available for recess and noon hour activities. However, this equipment should be budgeted and stored separately from the physical education equipment. Classroom teachers should have equipment readily available from either their own room supply or from a convenient central storage room.

A list of appropriate equipment for elementary grade physical education follows. The list is extensive, but it is not meant to be all-inclusive.

Suggested Equipment

balloons
scarves
yarn balls
beach balls
bean bags
juggle balls
tennis balls
jacks
deck tennis rings
ping pong balls
pois
foam shapes
foam frisbees
plastic frisbees
playground balls 6", 7", 8½"
soccer balls
jr. basketballs
nerf footballs
jr. footballs
soft balls
spongeballs
whiffle balls
lummi sticks
tambourine
ball inflator
chin-up bar
floor marking tape of different colors and widths
basketball hoops
plastic wands
plastic bowling pins
plastic scoops
hula hoops 24"
hula hoops 36"
foam paddles
pillo polos
plastic bats
wooden bats
plastic hockey sticks
batting tees
Chinese jump ropes
short jump ropes 6', 7', 8', 9', 10'
long jump 12', 14', 16'
jump-the-shot pole
stepping stones with letters, numbers, and shapes
carpet pieces
tails
bicycle tires
tinikling poles
vinyl balls
pinnies
record player with amplification and tempo control
record player cart
jumping boxes
vaulting boxes
high jump standards
walking board
pogo stick
low balance beam
high balance beam
gymnastic bench
Lind climber
horizontal ladder
balance blocks
balance boards
car tires
folding mats
inclined mats
spot trainers 24", 36", 48"
climbing ropes
climbing poles
cargo net
foam hurdles
stilts
scooters
parachute
cageball
cones 24", 36"
drum
ball racks
stop watch
peg boards
volleyball standards
spring board
movable chalk board

Sample Physical Examination Form

The following are forms which the Neenah Joint School District has found useful for reporting physical examinations and for modifying student programs.

Neenah Joint School District - Department of Pupil Services

Physical Examination Report

Name of Pupil:	**School:**	**Grade:**
Name of Parent:	**Birthdate:**	
Address:	**Telephone:**	

Medical Conditions of Concern to School Personnel:

Any Physical Limitations or School Activity Restrictions:

Prescribed Medications:

Vision: R - 20/ ___ L - 20/ ___

Hearing: R Ear

L Ear

Immunizations: List all immunizations given to date, including infant immunizations.

DPT:	1. ________	DT:	1. ________	POLIO:	1. ________	MEASLES:	1. ________
	2. ________	or	2. ________		2. ________	RUBELLA:	2. ________
	3. ________	TD:	3. ________		3. ________	MUMPS:	3. ________
	4. ________		4. ________		4. ________	TB TEST:	4. ________
	5. ________		5. ________		5. ________	(RESULT):	5. ________

I would like the Nurse ( ), Teacher ( ) to contact me regarding this child.

Date of Examination: ________________

Signature of Examining Physician: ________________________________

Physician's Address: ________________________________

Sample Physical Education Program Modification Form

Neenah Joint School District

Physical Education Modification Form

To: The Physician

This form is to be used only when a student will miss five or more school days.

State education law requires that all students be enrolled in a course of physical education. The physical education program in Neenah is so planned that every pupil able to be in school should be able to derive benefit from some phase of this program. Since we wish to do what is best for the child, we will attempt to modify our activities/schedule to meet the specific limitations of the students. With these thoughts in mind, we solicit your opinion as to the recommended extent of activity the student named may participate.

Note: If strenuous exercise is recommended, it is taken for granted that the mild and moderate categories are permissible unless exceptions are specifically stated. If moderate activities are recommended, again it is taken for granted that mild activities are permissible. If the student cannot participate in any of the major categories as (mild, moderate, or strenuous) but can participate in an individual activity under any one of the three headings, simply check those areas.

The physical education program for the student will be set up on the basis of the activities checked by the physician.

Student's Name: ______________________ Date: __________

School: ______________________

Please restrict this student's activities from __________ to __________

Specify nature of illness or injury (if possible) ______________________

Please check ( ) either generally or individually the type of physical education you recommend for the student.

Mild ☐ **Moderate** ☐ **Strenuous** ☐ **None** ☐

- ☐ Archery
- ☐ Badminton practice
- ☐ Corrective exercise
- ☐ Golf practice
- ☐ Dance (slow)
- ☐ Table games-chess, etc.
- ☐ Table tennis
- ☐ Tennis practice
- ☐ Walking
- ☐ Badminton

- ☐ Bowling
- ☐ Cycling
- ☐ Dance
- ☐ Cross country skiing
- ☐ Hiking
- ☐ Jogging
- ☐ Paddleball
- ☐ Phythmic exercises
- ☐ Softball

- ☐ Volleyball
- ☐ Basketball
- ☐ Cageball
- ☐ Floor hockey
- ☐ Football (flag)
- ☐ Soccer
- ☐ Tennis
- ☐ Tumbling
- ☐ Weight training

Physician's Signature: ______________________ Date: __________

Comments: ______________________

____

Minimum Allocated Instructional Time: Recommended by the Wisconsin Department of Public Instruction*

Grades K-6: minutes per week for a six-hour instructional day

Grade Level	K**	1	2	3	4	5	6
Reading/English Language Arts***	30%	700	700	600	600	500	425
Mathematics	10%	250	250	250	250	250	250
Social Studies	10%	125	150	175	200	225	250
Science	10%	100	100	150	150	175	250
Health	10%	75	75	100	100	125	125
Physical Education	10%	150	150	150	150	150	150
Art	10%	90	90	90	90	90	90
Music	10%	75	75	75	75	75	75
Foreign Language	---	---	---	---	---	100	100
Environmental Education****	****	****	****	****	****	****	****
Total Allocated Instructional Minutes		1565	1590	1590	1615	1690	1715

* While there is a recommended allocated instructional time for each subject, educators are encouraged to integrate subjects within the curriculum whenever possible.

** Up to one-third of each day in the kindergarten schedule may be reserved for students' self-selected instructional activities. The allocated instructional time recommendations presented in column K apply only to the portion of the schedule planned for teacher-directed activities. The time allocations for kindergarten are expressed in percentages to facilitate planning for various kindergarten schedules.

*** Instruction specifically designed to strengthen reading and writing abilities should be integrated with other disciplines, e.g., health, science, and social studies. For further discussion of the recommendations, see *A Guide to Curriculum Planning in Reading* and *A Guide to Curriculum Planning in English Language Arts.*

**** Environmental topics should be infused into instructional units in all subjects, with the greatest emphasis in health, science, and social studies. A significant amount of time should be devoted to such topics. For a further discussion of this recommendation, see *A Guide to Curriculum Planning in Environmental Education.*

Basic Tests for Assessing Students with Special Needs

Quick Reference to Basic Tests

TESTS' OBJECTIVES													
Emotional/social development	●	●											
Language development	●	●											
Rhythm													
Kinesthetic awareness													
Visual discrimination			●		●	●							
Fine-motor coordination	●	●	●		●							●	●
Gross-motor coordination	●	●	●						●	●			●
Tactile discrimination													
Bilateral control												●	●
Kicking skills													●
Throwing skills													●
Eye-foot/hand coordination												●	●
Power									●				●
Endurance								●	●	●			
Agility												●	●
Balance					●	●				●		●	●
Flexibility								●	●	●			●
Strength								●	●	●		●	●
DEVELOPMENTAL TESTS FOR INFANTS AND YOUNG CHILDREN	Brigance Diagnostic Inventory of Early Development	Denver Developmental Screening Test	Bayley Scales of Infant Development	**Perceptual Motor Tests**	Purdue Perceptual-Motor Survey	Perceptual-Motor Survey	**Physical Fitness Test**	AAHPERD Health Related Physical Fitness Test	Buell's Fitness Test for Visually Impaired	Motor Fitness Testing Manual Moderately Mentally Retarded	**Motor Proficiency Tests**	Bruininks-Oseretsky Test for Motor Proficiency	Basic Motor Ability Test-Revised (BMAT-R)

*Reprinted by permission from Daniel D. Arnheim and William A. Sinclair. *Physical Education for Special Populations: A Developmental, Adapted, and Remedial Approach*. Englewood Cliffs, NJ: Prentice-Hall, 1985.

Resources

AAHPERD Lifetime Health Related Physical Fitness Test Manual
American Alliance for Health, Physical
Education, Recreation, and Dance
(AAHPERD)
1900 Association Drive
Reston, VA 22091

Basic Motor Ability Test—Revised
Dr. William A. Sinclair
California State University, Long Beach
1250 Bellflower Boulevard
Long Beach, CA 90840

Bayley Scales of Infant Development
The Psychological Corporation
304 East 4th Street
New York, NY 10017

Brigance Diagnostic Inventory of Early Development
Curriculum Associates, Inc.
North Billerica, MA 01821

Bruininks-Oseretsky Tests for Motor Proficiency
American Guidance Service
Circle Pines, MN 55015

Buell's Fitness Test for Visually Impaired
AAHPERD
1900 Association Drive
Reston, VA 22091

Denver Developmental Screening Test
University of Colorado Medical Center
Denver, CO 80220

Gross Motor Program for Children in Early Childhood (WAHPERD)
Wisconsin Department of Public
Instruction
P.O. Box 7841
Madison, WI 53707

Motor Fitness Testing Manual Moderately Mentally Retarded
AAHPERD
1900 Association Drive
Reston, VA 22091

Perceptual-Motor Survey
Matthew E. Sullivan, Physical
Education Consultant
Special School District of St. Louis County
12100 Clayton Road
Town and Country, MO 63125

The Purdue Perceptual-Motor Survey
Charles E. Merrill Publishing Company
1300 Abun Creek Drive
Columbus, OH 43216

Intramurals

Physical education, as a required course in Wisconsin public schools, is intended to be instructional. The primary use of class time should be devoted to learning skills, acquiring knowledge, developing positive attitudes, and building strong, healthy bodies.

Yet, there is a need to practice the skills which are learned and to play the games which are a traditional part of physical education. Obviously, time outside the regular physical education class is necessary to provide the needed activity. Intramural activities can fill this need if time, leadership, space, and equipment are made available.

Successful intramural programs are voluntary and open to all students. The activities are based upon those taught in physical education class, and the objectives are similar, differing only in that intramural participation is provided primarily for the enjoyment of students.

Elementary grade intramurals are typically conducted immediately after school or during the noon hour. Competition, in the form of organized games, is preferably limited to the 5th and 6th grades with interschool contests scheduled infrequently, usually to climax a program.

Middle school/junior high intramurals are also considered the best means of satisfying the need for organized physical activity outside the instructional class. At this level, there is a need for all students to be involved in vigorous, developmental activities. Like the middle school/junior high instructional program, intramurals should consist of numerous, varied experiences of rather short duration.

Intramural leagues satisfy the competitive needs of transescents who are just learning what their physical potential and limitations are. Intramurals provide the benefits of competitive athletics for all students without the pressures of highly organized, interscholastic programs.

At the senior high school level, students with superior skills and a high interest in athletics are usually involved in varsity or junior varsity interscholastic programs. However, many boys and girls wish to continue participation in a less formal way. For these students, intramural programs are highly desirable.

The growth of interscholastic athletics for both boys and girls has involved the majority of interested teachers as coaches. It has also intensified the use of facilities and equipment in most schools, leaving very little opportunity for extensive intramural programs. In some school districts, recreation departments, YMCAs, YWCAs, and commercial agencies help fill the gap, but all districts should assess the need for non-varsity activity in senior high school and seek ways of providing opportunities for all students.

Glossary

Adapted physical education is a diversified program of developmental activities, games, sports, and rhythms suited to the interests, capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in various activities of the general physical education program. Since the passage of PL 94-142 it has become common but incorrect to consider adapted physical education a program for only children with exceptional educational needs (EEN).

Aerobic Activity strengthens and develops the cardiovascular system, increasing the ability of the body to use oxygen efficiently.

Affective pertains to interest, attitudes, values, appreciations, and adjustment of the individual. Affective behaviors emphasize the emotional processes, beginning with the simple behavior of receiving, responding, valuing, organizing, and characterizing.

Agility is the ability to execute and control body movements efficiently in a variety of activities.

Balance is the ability to assume and maintain any body position against the force of gravity.

Cardiovascular strength and endurance is the ability of the heart to deliver adequate amounts of blood to the body during either short or long periods of exercise.

Cognitive pertains to the mental processes. It includes knowledge, comprehension, application, analysis, synthesis, and evaluation.

Coordination is the ability of the body to integrate the actions of the muscles of the body to accomplish a specific movement or a series of skilled movements in the most efficient manner.

Criterion-referenced tests measure achievement based upon a desired performance level.

Directionality is an awareness of space outside of the body involving knowledge of directions in relation to right and left, in and out, and up and down.

Exceptional educational needs are needs of students which exist because of significant deviations from physical, mental, or emotional norms and require special kinds of educational programming.

Eye-hand coordination is the ability to use one's eyes and a hand or hands together to accomplish a task.

Fine motor coordination is the ability to perform movements involving small muscle groups.

Flexibility is the ability to execute and maintain a full range of movements in all body joints without undue muscle tension.

Flow is continuity of movement, connecting one part of the movement to the next smoothly, or connecting one movement to the next with no interruption.

Force is the strength that moves the body; the amount of strength or tension necessary or advisable to execute a given movement.

Gross motor coordination is the ability to perform skills involving large muscle groups.

Individualized instruction involves programming and teaching the individual according to developmental needs; particularizing or adapting the program to the special needs or circumstances of the individual.

Laterality is learning the difference between the right and left and how far right and how far left various activities are centered; the ability to control the two sides of the body together or separately; the motor basis for spatial concepts.

Lifetime sports are physical activities, games, and sports which adults may continue appropriately throughout their lives.

Locomotor movements are basic movements performed while moving the body from place to place.

Manipulative activity handles some kind of play object, usually with the hands, but which can involve the feet and other parts of the body.

Maturation is the process of becoming mature. Maturation occurs as a result of physiological changes which are produced naturally as age and experience increase.

Movement education: is a means of teaching physical education which helps children learn to move efficiently and effectively by emphasizing force, flow, and space.

Normative tests measure achievement based on the normal performance of a given population.

Outdoor education is a learning process taking place under leadership in natural surroundings which are in or about the outdoors.

Perceptual Motor Skills indicate the interrelationships between the perceptual or sensory processes and motor activity and the ability of the individual to receive, interpret, and respond to stimuli, either internal or external. Perceptual motor learning involves all senses—seeing, hearing, touching, tasting, smelling, and moving or kinesthesis.

Physical fitness is the degree to which the body can meet the physical demands for everyday living as well as emergencies; includes cardiovascular strength and endurance, muscular strength and endurance, agility, flexibility, and appropriate body composition.

Psychomotor pertains to muscular action resulting from prior mental activity and requiring neuromuscular coordination.

Selective program is a program which allows students to choose some or all of the activities they wish to learn.

Self-concept is one's own appraisal of personal worth and value; how one feels about himself or herself.

Self-testing is activity by which children can measure their own achievement, such as hitting a target with a ball, or measuring a long jump.

Specially designed physical education is adapted physical education for students with exceptional educational needs (EEN) who cannot be mainstreamed.

Sportsmanship is a generic term, equally applicable to girls and boys, which indicates the ability to accept victory and defeat with graciousness and to play according to the rules and spirit of a game.

Transescent refers to the developmental level of children just prior to adolescence; the middle school ages in general.

Suggested References

The following are publications from the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD).

Aesthetics and Dance. Reston, VA: 1980.

Basic Stuff Series (9 publications). Reston, VA: 1981.

Careers in Physical Education and Sports. Reston, VA: 1984.

Children's Dance. Reston, VA: 1981.

Curriculum Design: Purposes and Processes in Physical Education Teaching Learning. Waldorf, MD: American Alliance Publications, 1977.

Dance as Education. Reston, VA: 1977.

Focus on Dance IX—Dance for the Handicapped. Reston, VA: 1980.

Get a Wiggle On. Reston, VA: 1978.

Guidelines for Children's Sports. Reston, VA: 1979.

Health Related Physical Fitness Technical Manual. Reston, VA: 1979.

Health Related Physical Fitness Test Manual. Reston, VA: 1984.

Intramural Ideas. Reston, VA: 1978.

Journal of Physical Education, Recreation & Dance. Waldorf, MD: American Alliance Publications (monthly, except June and July).

Motor Fitness Testing Manual for the Moderately Mentally Retarded. Reston, VA: 1975.

Move It!!! Reston, VA: 1978.

Movement Activities for Places and Spaces . Reston, VA: 1982.

Movement Education for Preschool Children. Reston, VA: 1980.

Nutrition for Sport Success. Waldorf, MD: American Alliance Publications, 1984.

Physical Education and Recreation for the Visually Impaired. Reston, VA: 1982.

Physical Education and Sport for the Secondary School Student. Waldorf, MD: American Alliance Publications, 1983.

They Have to Be Carefully Taught. Reston, VA: 1981.

Planning Facilities for Athletics, Physical Education, and Recreation. Waldorf, MD: American Alliance Publications, 1984.

Research Quarterly for Exercise and Sport. Reston, VA: American Alliance Publications.

Special Fitness Test Manual for Mildly Mentally Retarded Persons. Reston, VA: 1976.

Weaving Career Education into Physical Education and Sports: A Handbook. Reston, VA: 1980.

Youth Fitness Test Manual. Reston, VA: 1976.

Youth Sports Guide for Coaches and Parents. Reston, VA: 1980.

Annarino, Anthony, et al. *Curriculum Theory and Design in Physical Education,* 2d ed. St. Louis: C.V. Mosby Co., 1980.

Arnheim, Daniel D. and William A. Sinclair. *The Clumsy Child.* St. Louis: C.V. Mosby Co., 1979.

Barrow, H. M. and Walter Dick. *A Practical Approach to Measurement in Physical Education.* Philadelphia: Lea & Febiger, 1979.

Baumgartner, T. A. and A. S. Jackson. *Measurement for Evaluation in Physical Education,* 2d ed. Boston: Houghton Mifflin Co., 1981.

Bonanno, Diane and Neil J. Daugherty. *Contemporary Approaches to the Teaching of Physical Education.* Minneapolis: Burgess Co., 1979.

Burton, Elsie Carter. *The New Physical Education for Elementary School Children.* Boston: Houghton Mifflin Co., 1977.

Clark, H. H. *Application of Measurement to Health & Physical Education.* Englewood Cliffs, NJ: Prentice-Hall, Inc., 1976.

Corbin, Charles B. and Ruth Lindsey. *Fitness for Life.* Glenview, IL: Scott Foresman and Company, 1985.

————. *The Ultimate Fitness Book.* New York: Leisure Publications, 1984.

Cratty, Bryant. *Learning About Human Behavior Through Active Games.* Englewood Cliffs, NJ: Prentice-Hall, Inc., 1975.

Dauer, Victor P. and Robert Pangrazi. *Dynamic Physical Education for Elementary School Children.* 6th ed., Minneapolis: Burgess Publishing, 1979.

Epstein, H. T. "Brain Growth and Cognitive Functions." *Colorado Journal of Educational Research*. Fall, 1979.

Fowler, John S. *Movement Education*. Philadelphia: Saunders College Publishing, 1981.

Fox, Edward and Donald Matthers. *The Physiological Basis of Physical Education*, 3d ed. Philadelphia: Saunders College Publishing, 1981.

Gallagher, Jeanette McCarthy and D. Kim Reid. *The Learning Theory of Piaget and Inhelder*. Monterey, CA: Brooks/Cole Publishing Co., 1981.

Gallahue, David L., et al. *A Conceptual Approach to Moving and Learning*. New York: John Wiley and Sons, 1975.

————. *Understanding Motor Development in Children*. New York: John Wiley & Sons, 1982.

Graham, George, et al. *Children Moving: A Reflective Approach to Teaching Physical Education*. Palo Alto, CA: Mayfield, 1980.

Hoffman, Hubert A., et al. *Meaningful Movement for Children—A Developmental Theme Approach to Physical Education*. Boston: Allyn and Bacon, 1981.

Humphrey, James and Joy Humphrey. *Help Your Child Learn the 3 Rs Through Active Play*. Springfield, IL: Charles C. Thomas, 1980.

Joyce, Mary. *First Steps in Teaching Creative Dance*. 2d ed. Palo Alto, CA: Mayfield, 1980.

Kirchner, Glenn, et al. *Introduction to Movement Education*. 2d ed. Dubuque, IA: W. C. Brown, 1978.

————. *Physical Education for Elementary School Children*. 2d ed. Dubuque, IA: W. C. Brown, 1974.

Logsdon, Bette and Kate Barrett, et al. *Physical Education for Children: A Focus on the Teaching Process*. 2d ed. Philadelphia: Lea and Febiger, 1984.

Martins, Rainer, ed. *Joy and Sadness in Children's Sports*. Champaign, IL: Human Kinetics, 1978.

Mosston, Muska. *Physical Education: Styles of Teaching*, 2d ed. Columbus, OH: Charles E. Merrill, 1981.

Murray, Ruth L. *Dance in Elementary Education*, 3d ed. New York: Harper Bros., 1975.

Nixon, John and Ann Jewett. *An Introduction to Physical Education*. Philadelphia: Saunders College Press, 1980.

Orlick, Terry. *Cooperative Sports and Games Books*. New York: Pantheon Books, 1982.

Polley, Maxine. *Dance Aerobics Two*. Mountain View, CA: Anderson World Books, 1984.

President's Council on Physical Fitness and Sports. *Physical Fitness/Sports Medicine*. Washington, DC: U.S. Govt. Printing Office (appears quarterly).

Riley, Marie, et al. *Children and Youth in Action: Physical Activities and Sports*. Washington, DC: U.S. Govt. Printing Office, 1980.

Roberton, Mary Ann and Lolas E. Halverson. *Developing Children. Their Changing Movement: A Guide for Teachers*. Philadelphia: Lea & Febiger, 1984.

Schurr, Evelyn L. *Movement Experiences for Children*. 3d ed. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1980.

Seidel, B., et al. *Sports Skills: A Conceptual Approach to Meaningful Movement*. Dubuque, IA: Wm. C. Brown, 1980.

Siedentop, Daryl, et al. *Elementary Physical Education Methods*. Englewood Cliffs, NJ: Prentice-Hall, 1984.

State of Connecticut Board of Education. *A Guide to Curriculum Development in Physical Education*. Hartford: 1981.

Templin, Thomas J. and Janice K. Olson. *Teaching in Physical Education*. (Big Ten Body of Knowledge Symposium Series, Vol. 14). Champaign, IL: Human Kinetics Publishers, 1983.

Tillman, Kenneth G. and Patricia Rizzo Toner. *What Are We Doing in Gym Today? New Games and Activities for the Elementary Physical Education Class*. West Nyack, NY: Parker Publishing, 1983.

———— *You'll Never Guess What We Did in Gym Today: More New Physical Education Games and Activities*. West Nyack, NY: Parker Publishing, 1984.

Vodola, Thomas M. *Motor Disabilities and Limitations*. New Jersey, Township of Ocean School District: 1978.

Werner, Peter H. *A Movement Approach to Games for Children*. St. Louis: C. V. Mosby Company, 1979.

————. and E. C. Burton. *Learning Through Movement*. St. Louis: C. V. Mosby Company, 1979.

Wickstrom, Ralph L. *Fundamental Motor Patterns*. 3d ed. Philadelphia: Lea & Febiger, 1983.

Wisconsin Association for Health, Physical Education, Recreation, and Dance (WAHPERD). *Journal*. Madison, WI: Univ. of Wisconsin-Extension (published each spring).

Wylie, R. *The Self Concept: A Critical Survey of Pertinent Research Literature*. Lincoln: Univ. of Nebraska Press, 1974.

Zaichkowski, Leonard. *Growth and Development*. St. Louis: C. V. Mosby Co., 1980.

Suggested Resources

American Alliance for Health, Physical Education, Recreation, and Dance, 1900 Association Drive, Reston, VA 22091

American College of Sports Medicine, P.O. Box 1440, 401 W. Michigan St., Indianapolis, IN 56206-1440

American Heart Association, Kenneth Haver, Executive Vice President; Lew Bartfield, Vice President for Operations, 795 North Van Buren Street, Milwaukee, WI 53202

American Medical Association, 535 North Dearborn Street, Chicago, IL 60610

Campbell's Institute for Health and Fitness, Campbell Soup Company, Campbell Place, Camden, NJ 08101

Dairy Council of Wisconsin, Inc., 12345 West Capitol Drive, Milwaukee, WI 53222

Fitting In Program, American Alliance for Health, Physical Education, Recreation, and Dance, 1900 Association Drive, Reston, VA 22090

Fitnessgram Program, Institute for Aerobics Research, 12200 Preston Road, Dallas, TX 75230

Jump Rope for Heart, Terry Landowski, Director of Special Events, American Heart Association, 795 North Van Buren Street, Milwaukee, WI 53202

National Dairy Council, Rosemont, IL 60018

National Diffusion Network, United States Department of Education, 1200 19th Street, N.W., Room 714-F, Washington, DC 20036; Will Ashmore, Wisconsin State Facilitator, DPI, P.O. Box 7841, Madison, WI 53707

National Federation of State High School Associations, 11724 Plaza Circle, P.O. Box 20626, Kansas City, MO 64195

President's Council of Physical Fitness and Sports, Washington, DC 20001

Society of State Directors of Health, Physical Education, and Recreation, c/o Si McNeely, 9805 Hillridge Road, Kensington, MD 20790

State Medical Society of Wisconsin, P.O. Box 1109, Madison, WI 53701

Surgeon General of the United States, U.S. Department of Health, Education and Welfare, Public Health Service, Office of the Assistant Secretary for Health and Surgeon General, Washington, DC 20402

Wisconsin Association for Health, Physical Education, and Recreation, c/o UW-Extension, Lowell Hall, 610 Langdon Street, Madison, WI 53703

Wisconsin Department of Public Instruction, P.O. Box 7841, Madison, WI 53707

Wisconsin Governor's Council on Physical Fitness and Health, P.O. Box 309, Madison, WI 53701-0309

Wisconsin Interscholastic Athletic Association, 41 Park Ridge Drive, Stevens Point, WI 54481

Wisconsin North Central Association, 427 Education Building, University of Wisconsin, Madison, WI 53706

Wisconsin Colleges and Universities with Teacher Preparation Programs in Physical Education

University of Wisconsin-Eau Claire 54701
University of Wisconsin-LaCrosse 54601
University of Wisconsin-Madison 53706
University of Wisconsin-Milwaukee 53201
University of Wisconsin-Oshkosh 54901
University of Wisconsin-Platteville 53818
University of Wisconsin-River Falls 54022
University of Wisconsin-Stevens Point 54481
University of Wisconsin-Stout, Menomonie 54751
University of Wisconsin-Superior 54880
University of Wisconsin-Whitewater 53190
Carroll College, Waukesha 53186
Carthage College, Kenosha 53141
Mount Senario College, Ladysmith 54848
Ripon College, Ripon 54971
St. Norbert College, DePere 54115

Wisconsin School Evaluation Consortium, 427 Education Building, University of Wisconsin, Madison, WI 53706